
Abraham S. Fischler College of Education ETD Archive

9-1-1989

A Case Study Of Strategic Planning Practices Within The American Association Of Bible Colleges.

Gregory L. Johns
Nova Southeastern University

Follow this and additional works at: https://nsuworks.nova.edu/fse_etda



Part of the [Education Commons](#)

All rights reserved. This publication is intended for use solely by faculty, students, and staff of Nova Southeastern University. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, now known or later developed, including but not limited to photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the author or the publisher.

NSUWorks Citation

Gregory L. Johns. 1989. *A Case Study Of Strategic Planning Practices Within The American Association Of Bible Colleges.*. Doctoral dissertation. Nova Southeastern University. Retrieved from NSUWorks, Center for the Advancement of Education. (274)
https://nsuworks.nova.edu/fse_etda/274.

This Dissertation - NSU Access Only is brought to you by NSUWorks. It has been accepted for inclusion in Abraham S. Fischler College of Education ETD Archive by an authorized administrator of NSUWorks. For more information, please contact nsuworks@nova.edu.

PH 15-1000 [4E]

A CASE STUDY OF STRATEGIC PLANNING PRACTICES WITHIN
THE AMERICAN ASSOCIATION OF BIBLE COLLEGES

by

Gregory L. Johns

A Major Applied Research Project presented in
partial fulfillment of the requirements
for the degree of Doctor of Education

Nova University

September, 1989

ACKNOWLEDGEMENTS

The researcher acknowledges that the successful completion of a project such as this is not possible without significant assistance from a variety of people. The following people are fondly thought of with gratitude for the special contributions and help they have willingly and unselfishly provided:

Dr. George Grimes (deceased), whose character, patience and encouragement to "eat, drink, and sleep" practicums will never be forgotten.

Jerry and Littia Wolfe, who generously provided a place to stay while attending seminars in Chicago.

Dr. Barton R. Herrscher (MARP advisor), whose professional expertise assisted in the conceptualization of the study and whose personal warmth and encouragement throughout the process was most valued.

Dr. Clete Hinton (cluster coordinator and local committee member), a person who was always available, always positive; a valued friend.

Dr. Peter K. Mills (central Staff committee member), whose significant and challenging insights into the research (shared with enthusiasm) resulted in a more thoughtful study.

Dr. Marvin Jones and Dr. H. Glynn Hall, who gave unselfishly of their time to serve as jurors for the research instrument and who always were available for consultation.

The sixty-one presidents of AABC institutions who took the time to fill out the research instrument. Without their participation this study could not have been completed.

Dr. Calvin LeMon and Dr. Jerry Sandidge, the personal and professional encouragement these men have provided will never be forgotten.

Kathleen Johns, whose expert typing skills were invaluable during the entire seminar and practicum process.

Ada Christie, whose competent and professional word processing skills, along with her knowledge of the Form and Style Manual, took a lot of worry out of the MARP process.

Laura Foat, who as a secretary went above and beyond the call of duty in preparing, formatting, folding and mailing the questionnaires to institutional presidents (four times).

Gina Copeland, who designed a "dynamite" graphic cover for the research instrument.

Evangel Temple Christian Center (the people), whose friendship, faith, love and support have been sources of constant strength and encouragement during very difficult times.

Dr. Donald F. (deceased) and Dorothy L. Johns, who as parents modeled EXCELLENCE in every area of life. Thank you!

Douglas L. Johns, who drew pictures to decorate the desk and study, who gave great hugs when his daddy was tired, and who was very patient and understanding while his daddy was shut away studying and he wanted to play. He has a father who is very proud of him.

Audrey R. Johns, who will not remember these times because she is only ten months old, still she was very important to this study by providing play and cuddle therapy totally unrelated to anything having to do with thinking.

Emily M. Johns, (dramatic pause) a totally loving and unselfish wife who did not produce guilt in her husband over the many hours away from family spent studying. Her constant care, faith, encouragement (and prodding sometimes) provided the necessary motivation and confidence to complete this program and this study. This study is dedicated to her as a testimony to her spirit, courage, abilities, and commitment.

Finally, the researcher must acknowledge the faithfulness and help of his Lord and Savior Jesus Christ as the source of all things. He has provided financially, physically, mentally, and spiritually everything necessary for the success of this project. He even provided all of the people recognized above.

Abstract of a Major Applied Research Project Presented
to Nova University in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education

A CASE STUDY OF STRATEGIC PLANNING PRACTICES
WITHIN THE AMERICAN ASSOCIATION OF
BIBLE COLLEGES

by

Gregory L. Johns

September, 1989

The American Association of Bible Colleges (AABC) is the official accrediting agency for undergraduate Bible college education as recognized by the Council on Postsecondary Accreditation (COPA). As such, it is concerned with the establishment and monitoring of educational and professional standards within its present membership of ninety Bible colleges. One present area of concern is the need for continued development of formal, comprehensive planning among Bible colleges, many of which face uncertain futures.

The focus of this investigation was on the strategic planning practices among AABC accredited institutions. Strategic planning is a departure from traditional long-range planning in that it concentrates on achieving and maintaining a strategic fit with a changing environment through the

development and implementation of a product (programs)/market approach to institutional planning.

The purpose of this major applied research project (MARP) was to assess the present status of strategic planning within the AABC. The following research questions were formulated to guide the research:

1. What is the present level of awareness among Bible college leaders of strategic planning practices in higher education?

2. What is the present status of formalized strategic planning among institutions accredited by the AABC?

3. To what extent are the essential elements of strategic planning being practiced through other formalized long-range institutional planning efforts?

The research design was an organizational assessment case study. This study was not concerned with the characteristics or evaluations of individual institutions but was concerned with presenting institutional data for the purpose of viewing the overall organizational reality regarding the research problem.

The information gathering component of the case study was accomplished through the development and implementation of the Institutional Strategic Planning Assessment Questionnaire (ISPAQ). The research instrument was based on accepted standards of educational strategic planning put forth in the literature. The strategic planning content and methodology

component of the ISPAQ was based on the six strategic planning steps identified by Kotler and Murphy (1981). These were: (1) Environmental Analysis, (2) Resource Analysis, (3) Goal Formulation, (4) Strategy Formulation, (5) Organization Design, and (6) Systems Design.

The research population consisted of the ninety member institutions of the AABC that held full accredited status as of January 1, 1989. The research instrument was directed towards the presidents of the Bible colleges included in the research population. The Total Design Method (Dillman, 1978) was used extensively in the development and implementation of the ISPAQ which resulted in a return rate of sixty-eight percent. Sixty-one institutional presidents participated in the research by filling out and returning the completed questionnaires.

As a result of this case study the following conclusions were reached:

1. Strategic planning, as defined by the literature was not practiced to any significant degree in forty institutions (60%) responding to the ISPAQ.

2. Strategic planning, as defined by the literature, is generally not practiced as a part or component of existing long-range institutional planning structures. Although strategies can be and were developed through these structures, most institutions remained unsensitized to environments, major trends, product/market opportunities, and did not possess the

information and control systems necessary to achieve and maintain a strategic institutional posture.

3. Strategic planning, as defined by the literature, has had a beginning in the AABC to varying degrees at a limited number of institutions. It was found that further sophistication and development was needed in terms of environmental analysis, strategy formulation, organization analysis, strategy formulation, organization design and marketing and control systems design.

AABC institutions generally lacked the planning culture, discipline and systems necessary to maintain a dynamic strategic planning process. A major commitment to the importance and necessity of consistent, accurate and comprehensive market-related research is needed on a wide scale as a pre-requisite for new and continued attempts at strategic planning.

TABLE OF CONTENTS

	Page
LIST OF TABLES	xii
Chapter	
1. INTRODUCTION	1
Background and Significance	1
Statement of the Problem	3
Research Questions	7
Definition of Terms	8
Limitations	11
Assumptions	13
2. REVIEW OF RELATED LITERATURE	14
Overview of the Importance of Educational Planning	14
The Significance of Strategic Planning	16
Institutional Planning Among Bible Colleges	19
Essential Characteristics of Strategic Planning	23
Selection of a Strategic Planning Process Model	25
3. METHODOLOGY	29
Design of the Study	29
Sources of Data	30
Data Collection Instrument	31
Data Collection Procedures	37

TABLE OF CONTENTS (Cont.)

	Page
Analysis of Data	40
4. PRESENTATION OF RESULTS	42
Philosophy and Organization of Strategic Planning	43
Strategic Planning Content and Methodology	62
Summary	109
5. INTERPRETATION, CONCLUSIONS, AND RECOMMENTATIONS	112
Interpretation of Results	112
Conclusions	132
Recommendations for the Improvement of Practice, Including Strategies for Diffusion, Implementation, and Improvement	135
BIBLIOGRAPHY	141
APPENDIXES	
A. STRATEGIC PLANNING PROCESS MODEL	144
B. ASSESSMENT TERMS DEFINITIONS	147
C. RESEARCH INSTRUMENT--INSTITUTIONAL STRATEGIC PLANNING ASSESSMENT QUESTIONNAIRE	150
D. RESEARCH PROPOSAL PRESENTED TO THE COMMISSION ON RESEARCH OF THE AMERICAN ASSOCIATION OF BIBLE COLLEGES	172
E. COMMISSION ON RESEARCH PROCEDURES FOR ENDORSEMENT	185
F. JUROR RESPONSES	187
G. AABC LETTER OF ENDORSEMENT	195

TABLE OF CONTENTS (Cont.)

	Page
H. RESEARCH INSTRUMENT COVER LETTER TO INSTITUTIONAL PRESIDENTS	197
I. POSTCARD TO INSTITUTIONAL PRESIDENTS-- FIRST FOLLOW-UP MAILING	199
J. SECOND FOLLOW-UP MAILING COVER LETTER TO INSTITUTIONAL PRESIDENTS	201
K. THIRD FOLLOW-UP MAILING COVER LETTER TO INSTITUTIONAL PRESIDENTS	203
BIOGRAPHICAL SKETCH OF STUDENT	205

LIST OF TABLES

Table	Page
1. Distribution of Institutions by FTE Student Enrollment	43
2. Distribution of Institutions by Accreditation Status Other than AABC Membership	44
3. Distribution of Institutions by Current Levels of Strategic Planning Involvement	44
4. Characteristics of Strategic Planning As An Element of Existing Institutional Planning Practices	46
5. Sources of Initiation of Strategic Planning Components Within Existing Institutional Long-Range Planning Processes	48
6. Percentages of Overall Institutional Planning Efforts (Time, Budget) Devoted Solely to Strategic Planning	49
7. Institutional Planning Committee Membership	50
8. Level of Involvement in the Strategic Planning Component of the Overall Planning Process by Various Groups	52
9. Use of Planning Models by Institutions Claiming Strategic Planning as a Part of Existing Long-Range Planning Practices	54
10. Representative Summary of Responses of Factors that Influenced the Decision to Engage in Strategic Planning	55

LIST OF TABLES (Cont.)

Table	Page
11. Characteristics of Strategic Planning at Institutions Claiming Formalized Strategic Planning Practices	57
12. Sources of Initiation of the Strategic Planning Process	58
13. Levels of Involvement in the Strategic Planning Process by Various Groups	60
14. Membership of Institutional Strategic Planning Committees	61
15. Use of a Strategic Planning Process Model in the Design of the Strategic Planning Process	63
16. Environments Researched for Identification of Major Trends	65
17. Institutions Identifying Threats and Opportunities as a Result of Environmental Analyses	66
18. Resource Areas Researched to Determine Institutional Strengths and Weaknesses in Category 2 Institutions	67
19. Resource Areas Researched to Determine Institutional Strengths and Weaknesses in Category 3 Institutions	68
20. Intangible Resources Identified As A Result of Resource Analyses	70
21. Groups Giving Formal Input Regarding Perceived Institutional Strengths and Weaknesses	71
22. Length of Time Since Last Formal Review and Evaluation of Institutional Mission Statement	73

LIST OF TABLES (Cont.)

Table	Page
23. Time Frames for Regular Review of Institutional Mission Statement	74
24. Characteristics of Institutional Mission Statements	75
25. Institutional Objectives and Goals Developed from Institutional Mission Statements	77
26. Levels of Involvement by Various Groups in the Development and Selection of Institutional Objectives and Goals	79
27. Value Choices Assessment from Current or Potential Constituent Groups	82
28. Institutions Conducting Evaluations of Current Major Academic Programs	83
29. Major Academic Program Dimensions Considered in Evaluation Processes	84
30. Product/Market Opportunity Strategy Responses	92
31. Organizational Structure Evaluations Based on Institutional Strategies and Goals	89
32. Institutions Giving Consideration to the Replacement, Retraining or Changing of Key Personnel for Better Goal Attainment	93
33. Representative Content Summary of Specific Personnel Modifications	95
34. Number of Institutional Culture Changes Resulting from Strategic Planning	98

LIST OF TABLES (Cont.)

Table	Page
35. Marketing Information System Reports Prepared on Market- Related Groups and Factors	100
36. Characteristics of the Implementation and Monitoring of Strategic Plans	102
37. Length of Awareness of Strategic Planning of Institutional Presidents	104
38. Working Knowledge of Institutional Leaders Regarding the Strategic Planning Process Rated by Institutional Presidents	106
39. Institutional Levels of Formal Discussion of Strategic Planning	110

Chapter 1

INTRODUCTION

Background and Significance

Religious higher education has played a significant role in American higher education beginning with the colonial colleges which were established for the training and education of ministers. The Bible college movement began in the late 1880s as a reaction to the secularization of existing institutions. In its one hundred year history, out of this movement has come the establishment of hundreds of Bible institutes and Bible colleges. These normally have come from within the conservative/evangelical segments of Protestantism. This includes many groups which for one reason or another broke off from larger denominations to begin their own religious organizations. One of the first priorities of such newly formed alliances was to establish their own Bible school or training center for the purpose of preparing ministers and missionaries. As these groups have died out or blended with other denominations, many Bible institutes and colleges have closed. Those that have survived and continue to expand generally have strong ties to larger religious organizations. In many cases this includes ownership and control of the college by a parent organization.

Traditionally, Bible colleges have been concerned with training vocational leadership and support personnel for the propagation and development of Biblical teaching in Christian ministries not only in the United States but in many foreign countries as well. The American Association of Bible Colleges (AABC) was established in 1947 to provide standards of quality for Bible colleges in North America (including Canada). The AABC is recognized by the Council on Postsecondary Accreditation (COPA) and the U.S. Department of Education as the accrediting agency for undergraduate Bible college education. Since its inception the AABC has done much to strengthen and upgrade the quality and reputation of Bible colleges in America.

Currently the AABC has ninety member institutions which hold full accredited status. Member institutions are located in thirty-three states and six provinces covering virtually every geographic region of North America. Without exception member colleges are private non-profit institutions devoted to the preparation of students for church and para-church related vocations. Over one-third of all AABC accredited institutions hold dual accreditation with other regional and/or professional accrediting agencies.

The Annual Statistical Report for Accredited Institutions (AABC, 1988:1) showed a total enrollment of undergraduate and graduate students at member colleges to be 31,397. The full-time equivalent enrollment (FTE) figure was 27,472. Institutional sizes varied from student enrollments under one

hundred, to colleges with enrollments of over two thousand students. These ninety member institutions made up the macro-environment of the AABC within which this case study was conducted.

Statement of the Problem

The purpose of this case study was to assess the present level of strategic planning practices within the AABC. Early findings from the research identified institutional long-range planning as an area of weakness within the ranks of the AABC. Specifically with regards to strategic planning principles and issues, there was a lack of research and application at all levels within AABC institutions. There has been interest in institutional planning in the past but little seems to have been accomplished. Benton (1983:65) referred to a presidential workshop on the subject of institutional planning conducted at the annual meeting of the American Association of Bible Colleges in Kansas City, Missouri in October of 1982. The results of that meeting revealed that formal institutional planning processes were not actively being implemented and installed on more Bible college campuses.

Historically, religious institutions (including Bible colleges) have reacted slowly to changing environments and have sought to maintain a "status quo" approach to education as well as management practices. The unresponsiveness of Bible colleges to changing environments and to new management techniques may in some cases be attributed to smaller

institutional size, limited financial resources and a subsequent lack of qualified personnel. However, most likely there has been a link somewhere between the desire to protect, maintain and transmit church tradition and doctrine and the practice of "status quo" institutional management that is unique to this arena of religious higher education. If this is the case, the philosophy of education that requires the transmission of dogma to the next generation is the overarching principle that controls the ability of institutions to adapt to meet the changing educational needs of their environment.

A positive outgrowth of this phenomenon has been the preservation of original institutional mission statements. On the other hand, opposition and/or apathy toward a complex and changing environment in some cases have resulted in declining student enrollments, reduced financial support, even institutional closings. It has not been that institutional mission statements are no longer relevant but that they have not been reinterpreted in light of current trends through sound strategic planning practices.

Strategic planning practices were found to be relevant to religious institutions because like other social institutions they reflect the major trends of the society as well as other trends within specific, related sub-environments. The decentralization of American culture identified by Naisbitt (1982:97) as a major societal trend in America has a matching counterpart in the religious sector.

Naisbitt observed that as society moves towards decentralization, the country diversifies so that instead of stressing similarities, differences become more important. This shift from the centralization of an industrial society to the decentralization of an information society has effected all areas of American life including politics, business, culture, social relationships and social institutions.

Just as the key to decentralization of political power in the United States is local action, it is the same for political power in religious institutions that have centralized power structures. Naisbitt wrote,

Power that is bestowed from the top down can be withdrawn if the donor's priorities change. Successful initiatives hammered out at the local level have staying power. Local solutions are resistant to top-down intervention and become models for others still grappling with the problems (1982:112).

This principle is also legitimate when applied to religious organizations. Over the last century, institutions within the religious sector of American society have been patterned after the centralized power structures that naturally evolved from an industrial culture. Centralized institutional control (religious or otherwise) functions in a top-down manner that expects those at the bottom to adjust their policies accordingly. In this type of organizational setting there is no need to be responsive to an environment. The environment is expected to respond and conform to institutional directives.

This centralized approach to management in higher education was suitable as long as it reflected the general

experience of the nation. However, America has become a bottom-up society where new trends and important new ideas begin in cities and local communities (Naisbitt, 1982:2). This is essentially true of religious denominations as well. New ideas, new ministries and innovative use of technology to meet human needs are generated on the local level, not at the institutional level. American religious culture has become decentralized and diversified along with the other sectors of American society. Management techniques in Bible colleges that do not take into account this fundamental shift within the larger religious environment will be inadequate for growth and stability in the years ahead.

In this demanding and uncertain environment, strategic planning was considered to be more important and more essential to institutional survival than ever before. Vaccaro believes that no other issue in American higher education is more important in these difficult times than the need for careful "husbanding of scarce resources," and that such futuristic and anticipatory thinking as is done in the institutional planning is "indispensable to the continued vitality of the small independent college" as well as for larger institutions. Vaccaro further concludes that the need for careful institutional planning for small private colleges is "now critical" (1976:154).

Vaccaro's conclusions were made over a decade ago and have proven to be accurate as has been evidenced within the AABC. Since 1984 four Bible colleges have closed and four

have merged which effectively means two of those merged no longer exist.

The significance of this case study to the AABC was three-fold: (1) no previous research had been conducted among Bible colleges to examine levels of strategic planning practices or awareness of strategic planning by college administrators, (2) no literature or research was discovered which specifically made application of strategic planning principles to private religious postsecondary institutions, and (3) the propensity of religious institutions (including Bible colleges) to function educationally from a rigid, defensive posture as opposed to the flexible, responsive educational stance assumed by institutions involved in strategic planning was addressed.

Research Questions

The nature of the research problem of this case study was to assess the extent to which strategic planning is presently being implemented among institutions accredited by the AABC. Part of the problem was to assess the essential characteristics of strategic planning that were occurring within other formalized institutional planning processes. The information that was gathered for this study had to differentiate between institutional efforts towards a genuine strategic approach to planning and decision-making approaches from other types of existing long-range planning as well as from the normal, ongoing administrative and operational

decision-making process. It was also important to this study to determine the perceived level of awareness of key institutional leaders to strategic planning terms and concepts to compare to actual implemented levels of strategic planning.

In order to address the major issues which were identified surrounding the strategic planning practices of Bible colleges accredited by the AABC, the following research questions were used to give direction to the case study:

1. What is the present level of awareness among institutional leaders within the American Association of Bible Colleges to strategic planning practices in higher education?

2. What is the present status of formalized strategic planning among institutions accredited by the American Association of Bible Colleges?

3. To what extent are the central elements of strategic planning being practiced through other formalized long-range institutional planning processes or structures?

Definition of Terms

1. American Association of Bible Colleges (AABC). This is the official accrediting agency organized in 1947 to provide standards of quality for Bible colleges in North America. The AABC is currently headquartered in Fayetteville, Arkansas.

2. Bible college. A professional postsecondary educational institution which emphasizes the development of a Biblical worldview. The traditional Bible college

curriculum contains a combination of Biblical studies, general education and professional preparation. Emphasis is placed on training for church and para-church vocations.

3. Culture (institutional). A pervasive unwritten, shared outlook or mindset that identifies and defines the educational emphases and orientations of an institution. Examples of institutional culture would include academic, marketing and religious.

4. Environment. The overall context within which an institution must operate. Institutional environments are considered complex, changing and sometimes unstable. The macro-environment can be broken down into smaller segments or subenvironments, each with dynamic forces, trends and developments that impact the future of any institution operating within its sphere of influence.

5. Formal (formalized). Used in reference to certain planning activities, it indicates a rational, planned and systematic approach.

6. Goal. An organizational objective (see definition number 8) that is made specific with respect to magnitude, time and responsibility.

7. Informal. This term indicates an open-ended, unplanned approach to planning issues that are not actively and systematically pursued.

8. Objective. A major variable or facet of an institution that will be emphasized for a specific period of time that will contribute to the fulfillment of the

institutional mission statement (e.g., student enrollment, alumni giving, academic program quality, etc.).

9. Opportunity. Used in reference to an environmental analysis, is an attractive area of relevant action in which a particular institution is likely to enjoy superior competitive advantages.

10. Strategic planning. The process of developing and maintaining a strategic fit between an organization and its changing environment (marketing opportunities). This is accomplished through a comprehensive understanding of the needs and trends within the institution's market environment and the development of institutional strategies to take advantage of changing opportunities. At the same time, a viable future for the institution is designed and modified. Strategic planning differs from traditional long-range planning in that it is more comprehensive in scope and it is more specific and aggressive in deciding and controlling the future direction of the institution. Strategic planning steps used in this case study were:

- a. Environmental Analysis
- b. Resource Analysis
- c. Goal Formulation
- d. Strategy Formulation
- e. Organizational Design
- f. Systems Design

11. Threat. Used in reference to an environmental analysis, is a challenge posed by an unfavorable trend or

specific problem in the environment that would lead to stagnation, decline or destruction of an organization if purposeful, institutional action is not taken.

12. Value choices. A set of decisions about institutional commitments to various educational functions, responsibilities and programs that define the priorities and establishes the nature of institutional relationships with its clientele, constituents and environment.

Limitations

The following factors were identified as limitations affecting the validity of this research effort.

1. Although principles derived from this study may be transferrable to other private, religious postsecondary institutions, the specific findings and applications were limited to Bible colleges accredited by the American Association of Bible Colleges. This group included ninety institutions in the United States and Canada.

2. The use of a questionnaire as the primary research instrument, although appropriate for the case study method, did involve some limitations. The information gathered by the Institutional Strategic Planning Assessment Questionnaire (ISPAQ) developed for this study was limited by and dependent upon the self-reportings of institutional presidents regarding strategic planning practices at their institutions. Data gathered from the research instrument was, therefore, limited

to the honesty, accuracy and objectivity of the responses received.

3. Numerous variations and adaptations in the strategic planning process exist within educational planning literature. Strategic planning can be designed to operate within the framework of different institutional settings. The use of only one strategic planning process model (Kotler and Murphy, 1981) limited the perspective of the wide spectrum of strategic planning applications. This limitation was considered necessary to provide an evaluative focus for the data gathered from the ISPAQ.

4. The nature of the case study method itself imposed some restrictions on the conclusions generated by the research. The case study method was designed to determine how and with what degree of effectiveness something functions. Therefore, the conclusions that resulted from this study were not cause and effect related as in experimental research designs but were assessment oriented and described the present status of strategic planning in institutions accredited by the AABC.

The case study method also emphasized generalized statistics and was concerned with developing a composite picture of overall institutional experience. This limited the focus of the research to exclude the analysis and evaluation of individual institutional strategic plans or practices.

Assumptions

The following assumptions were noted as being foundational to the validity of this study:

1. Strategic planning concepts and principles can be adapted for use and implemented successfully at small, private religious colleges.

2. Strategic planning can be utilized by Bible colleges without compromising doctrinal positions or distinctives while at the same time achieving greater relevance and effectiveness for key institutional programs.

3. The sociological, economic, and religious environments within which Bible colleges operate are evolving and changing at such a rapid rate that institutions using traditional planning methods will not be able to respond adequately to major trends affecting institutional health and even survival.

Chapter 2

REVIEW OF RELATED LITERATURE

Overview of the Importance of Educational Planning

The importance of educational planning was seen in the vast number of authors addressing the issue over the last several decades. Planning expertise for the educational scene was found both within the educational and business fields of literature.

There was noted in many sources an emphasis on change as the result of planning. Wattel commenting on planning at Hofstra University made an interesting observation:

Planning . . . is a vehicle for change; however, in a changing world, it might be a process for ensuring the status quo. Goals, then, will be targets at which the institution aims (1975:57).

Status quo in this context took on a positive meaning because it was the result of an offensive stance towards a changing environment rather than a defensive position. Bible colleges have historically been protective of founding purposes and institutional missions and as a result have in general been opposed to change. Wattel's remarks would suggest that good planning in the midst of a changing environment may be the most effective way to provide for the continuance of institutional purpose in line with the vision of original founders.

All institutions exist within an array of forces, not just one or two, which are counterpoised in dynamic tension. Change is an alteration of an existing field of forces. This means that institutions can have an active voice in change, that they can control some forces and not others and that they can increase the dynamic tension or decrease it (Bennis, Benne, and Chin, 1969:315). Morphet and Ryan conclude,

To be effective a plan must effect change. To effect change the plan must be a strategy for development--outlining available resources, how these resources will be marshalled, for what purpose they will be used, how they will be used, and who will use them. Analysis of alternatives is the basic difference between a plan as a management tool and wish-list planning (1967:21).

No institution can exist in a "changeless vacuum" even with a "status quo" management style. Change is a "given" in the life of every college over a period of time. There are personnel changes, changes in the levels of financial support, changing and growing fields of learning as well as an ever-changing constituency with different issues and agendas. The question is whether the changes taking place within an institution increase or decrease the relevance of its mission and product to the client (student) not in the institutional framework but in the environment outside the academic context (i.e., society, the workplace, and in the case of Bible colleges--the Church).

Controlled change, then, allows an institution to maintain a secure position of leadership within its designated environment. Failure to monitor external changes (trends) creates an ever increasing gap between the mission of the

institution and the needs of the clientele it was created to serve.

Viewed from this perspective, a passive approach to change or "future relevance: would be weak and ineffective." Drucker states, "Long-range planning is more than organization and analysis of information; it is a decision-making process" (Ewing, 1972:9). This decision-making process should be concerned ultimately with the fulfillment of the mission of the institution or organization which is at the heart of the question "What business are we in?" (Drucker, 1974:45). It is the process of decision-making that controls and guides the path of an institution. The more defined and developed the decision-making structure within an organization, the more successful it will be in mission attainment through relevant educational programs.

This was determined to require the active participation of many people at different levels within the institution. People who are to be involved in the implementation of change many times must go through a process of experiencing a change in direction themselves. Toll recognized this when he concluded, "Planning is a process of changing the attitudes, behavior and work habits of people as much as it is a matter of cognitive ingenuity and shrewdness" (1982:37).

The Significance of Strategic Planning

With this general overview of the nature and importance of educational planning in mind, strategic planning took on

added significance for institutions accredited by the American Association of Bible Colleges. Strategic planning has been promoted as a useful tool for higher education management in the 1980s. As such it has received mixed reviews in the literature devoted to higher education. Advocates have stressed the utility of this open system approach to planning and have pointed to its successful use in the corporate sector (Keller, 1983; Shirley, 1983; Cope, 1981). Critics have questioned whether it will soon fade from the terrain of post-secondary education as yet another management "fad" without a lasting impact on American higher education (Allan and Chaffee, 1981; Baldrige and Okimi, 1982).

The essential principle found to be underlying strategic planning was to develop a good "fit" between the institution and its environment. Cope referred to it as an institution-wide process that "examines the future, resulting in statements of intention that synergistically match strength with opportunities" (1981:2).

Private, religious, post-secondary colleges exist within the macro-environment of American higher education and have been effected by national trends, demographics, government funding and the economy. Although this is true, most of these colleges have tended to operate more exclusively within the smaller environment of a religious denomination and have therefore been inextricably tied to the mission, goals and values of the parent organizations.

For this case study it was necessary to define strategic planning so that its important elements and characteristics could be included and considered in the data collection phase of the research. King and Cleland (1978:6) offered this approach,

Strategic planning deals primarily with the contrivance of organizational effort directed to the development of organizational purpose, direction, and future generations of products and services, and the design of implementation policies by which the goals and objectives of the organization can be accomplished.

Strategic planning was distinct from three other levels of planning also in use within higher education. The first level referred to the budgeting and scheduling process. The second level encompassed short-range planning which included such areas of concern as student recruitment, physical plant decisions and academic program (curricular) modifications. Long-range planning held the third level. Traditional long-range planning was found to utilize both qualitative and quantitative assessments of the external environment to determine institutional priorities but not necessarily institutional direction.

Strategic planning was considered the fourth level of planning that should control what happens at each of the other levels. It takes a long-range approach, but the focus is much more comprehensive and strategic than traditional long-range planning. Kotler and Murphy (1981:470) concluded, "Strategic planning is defined as the process of developing and maintaining a strategic fit between the organization and its changing marketing opportunities."

Strategic planning then seeks to establish the fundamental assumptions about the environment, the institution and the future form of the institution. It involves major policy considerations which are the broadest most encompassing decisions concerned with a college's long-term future. The relationship of the institution to the environment once defined, becomes a framework for developing strategies to be implemented in the other levels of planning. Toll (1982:37) noted that,

Strategic planning is a departure from previous planning in that it concentrates on the changing environment surrounding one's institution as much as it pays attention to internal hopes and needs. It analyzes threats and opportunities from emerging demography, technology, economic and financial trends, political and legal developments, international conditions and the concerns for changing values and the quality of life . . . Strategic planning tries to find an appropriate strategy for forward movement and success consistent with faculty initiative and goals.

Institutional Planning Among Bible Colleges

In conjunction with the review of relevant literature a search was conducted to determine if any previous research existed concerning institutional planning in Bible colleges and if so, to what extent was strategic planning utilized and promoted by the research. Three doctoral dissertations were identified as relating to this area of study. The results of each were both enlightening as to the status and evolution of institutional planning in general and specifically with regard to planning practices among Bible colleges.

Phillips (1973) conducted a study of nine Bible colleges affiliated with and operated by the General Council of the Assemblies of God to determine to what extent a formalized planning process was being used by each institution. The research findings indicated that only one of the nine institutions demonstrated a formalized approach to planning although four claimed to have a comprehensive planning system. Specific conclusions from Phillips that related to this case study were:

1. Most institutions did not have an on-going appraisal system for analyzing the environment. Administrators had little or no knowledge of environmental trends effecting their institutions and saw little value in conducting environmental analysis in the formation of long-range and short-range plans.

2. The majority of the respondents indicated that they did not formulate specific assumptions regarding the essential purpose and direction of their institution to provide a frame of reference for planning.

3. Overall, there was not found to be any formalized approach to the formulation of strategies to achieve institutional objectives and goals. The results demonstrated a basic disregard in all institutions of aligning strategies to match objectives and goals.

4. Budget reviews were found to be the chief monitoring system of attainment of objectives and goals.

Although "strategic planning" was not a popularized term in the early 1970s, Phillips based his "formalized planning"

on various business models and, therefore, advocated a "strategic" approach to planning that is consistent with more recent educational planning literature.

Eagan (1980) conducted an extensive descriptive-comparative study into the institutional planning practices in Bible colleges accredited by the AABC. Fifty-nine out of seventy-four Bible colleges accredited by the AABC participated in the study. Eagan divided institutional planning into four major areas: philosophy and organization of planning, educational planning, facilities planning, and financial planning. A research survey was conducted in each participating Bible college investigating each of these areas. The responses were then statistically compared with the planning practices recommended in the planning literature. Planning practices at Bible colleges were found to be significantly different from those practices recommended in the literature in every area tested. Eagan concluded,

The inadequacy of planning was so comprehensive in these institutions for each type of planning that testing for significant planning differences among various demographic variables used in this study failed to show that significant differences existed among these demographic groups.

In the context of this present case study, Eagan demonstrated a slowness among Bible colleges to adopt and implement institutional planning systems and practices. It was also noted that strategic planning received only minimal attention in the review of literature and was not incorporated into the research design.

Benton (1983) also made only token references to strategic planning in his study of institutional planning among Bible colleges. This research was not designed to evaluate the quality of Bible college planning practices as much as it was to establish essential characteristics of a Bible college institutional planning model. Fifty-three institutions participated in this study. Out of these forty-three claimed to have a current institutional plan although only twelve institutions had used a specific planning model and most institutions felt inadequately prepared for the planning process.

Each of these studies demonstrated that strategic planning in Bible colleges has been an overlooked and underutilized resource. Most of the planning that has taken place in Bible colleges has been mechanical and narrowly focused with well defined variables and output. Cyert (1988:91) called this type of planning deterministic planning, such as determining the impact on the number of classrooms and the furniture needed if enrollment were to increase by five percent. While important, this kind of planning has little impact on the long-run quality of any postsecondary institution.

Over the last decade, American higher education has been thrust into a volatile and highly competitive era brought on by far-reaching demographic, social, economic and political changes. Such changes have confronted institutions with a new

list of threats, challenges and opportunities that require thoughtful responses and institutional action.

Mayhew (1979) had foreseen the coming changes on the horizon in Surviving the Eighties. His analysis predicted sharp competition to maintain enrollments due to shrinking annual classes of eighteen-year-olds. He forecast that colleges and universities would have to become shrewd marketers skilled in modern management practices, enrollment management, and sophisticated in the uses and limitations of academic program modification.

Essential Characteristics of Strategic Planning

Perhaps more than any other work, Keller's (1983) Academic Strategy directed the attention of American higher education to the concept of strategic planning. Unlike the older approach of long-range planning which typically projected institutional futures based on linear extrapolations from the past, strategic planning was essentially action oriented. Steeples (1988:1) wrote,

Although strategic planning also addresses longer term goals, it emphasizes actions to be taken by the shorter term, often a year or eighteen months. It is fundamentally a systematic method based on an assessment of the institution's internal strengths and weaknesses and the threats and opportunities existing in the external environment--a method that allows institutions to make decisions for action about mission, goals, markets, priorities, and programs. It promises adaptive management.

Shirley (1988:5) observed that more and more colleges and universities are recognizing the need to plan strategically. He then elaborated, ". . . that is, the need

to articulate clearly a vision for the future and to specify the means by which the vision is to be realized." The purpose of this vision should seek to develop an optimal relationship between institutional capabilities and values, and environmental needs and opportunities. Shirley continued,

All successful strategic planning efforts have two results in common: clarity of purpose and direction, and the specification of action steps required to accomplish the overall purpose. The major goal of the planning process itself is to achieve clarity of purpose and vision for the institution as a whole and for its component parts (ibid.).

In this respect strategic planning has retained its original purposes and emphases. Early in its developmental stages, Steiner (1972:13-15) considered formalized strategic planning to consist of a four-fold character. First, strategic planning deals with the futurity of current decisions by looking at the chain of cause and effect consequences over time. Second, strategic planning is a process that begins with the setting of organizational aims, defines strategies and policies to achieve them and develops detailed plans for implementation of the strategies. Third, strategic planning is a way of life. It consists of a dedication and a determination to contemplate the future, and to plan constantly and systematically as an integral part of management. Fourth, a strategic planning system links three major types of plans: strategic plans, medium range plans, and short-range budgets and operational plans.

Selection of a Strategic Planning
Process Model

A research related problem which was evident in the review of literature is the fact that there is no universally accepted strategic planning model or process due to the unlimited possibilities of institutional applications. There was found to be general agreement among the literature as to the purpose and focus of strategic planning, but differences and variations did appear as specific steps to the process were delineated by the various authors. Therefore, the data that was gathered from this study had to be representative of the wide spectrum of literature that addresses strategic planning while at the same time be related to a specific design standard so as to be measurable.

For the purpose of this case study, it was accepted that the literature generally agrees that strategic planning seeks to establish the fundamental character of the environment, the institution, and the future form of the institution in light of its interdependent relationship with the environment. It involves strategic policy decisions which are the broadest, most encompassing decisions concerned with a college's long-term future. Strategic planning included major assumptions about the environment, its trends and impacts on the institution, conclusions about the institutions's current strengths and weaknesses in relation to the future, the philosophy, rationale and mission of the institution with an emphasis on its objectives and goals, the organizational and

governance structure for the institution, and finally the major programs, resources and strategy development to guide the fulfillment of the chosen vision of the future state of the institution.

Peterson (1980:141) considered strategic planning to consist of four broad elements:

1. Environment assessment or scanning--to identify trends or potential changes in the environment and their implications for the institution.

2. Institutional assessment--to clarify strengths, weaknesses, problems and determine institutional capabilities.

3. Values assessment--to consider values aspirations and ideals of various constituencies and responsibilities of the institution to them and the larger public.

4. Master plan creation--to devise a strategic pattern, design or direction for the institution on the basis of the first three elements.

Peterson's elements composed an excellent representation of the overall components of strategic planning but lacked specificity and so did not constitute a suitable model or process on which to base the assessment process of this study.

As in other institutions, the precise method of decision-making may vary in detail from one Bible college to another. However, it was determined from the literature that there are elements common to all successful ventures in strategic planning. The development of a specific vision for an institution must comprehend the entire institution, and it

must include the following five areas critical to development which were identified by Steeples (1988:101):

1. Mission, including specific conceptions of an institution's reason for existence, its unique characteristics, its intended constituencies, its geographic service area, its major program emphases, and its distinctive civic and service obligations.
2. Target audience, meaning which and how many students and in what sort of desired mix.
3. Program priorities and offerings, including any new initiatives as well as maintenance or modifications of existing programs.
4. Comparative advantage, encompassing the ways in which an institution builds on its singular strengths and differentiates itself from rivals so as to occupy a strategic market niche.
5. Key objectives to be pursued, containing an understanding of the material and human resources required to accomplish goals.

The selection from the literature of an appropriate strategic planning process was essential to the relevance and integrity of the results of this study. It had to reduce the broad elements of strategic planning, as well as the developmental areas, to individualized planning components which were characterized by specificity, clarity, and simplicity so it could be understood by those who participated in the data collection process. The model also had to be appropriate to the range of institutional sizes that characterize the AABC with the average institutional size well under one thousand students.

With these considerations in mind, the strategic planning process model put forth by Kotler and Murphy (1981) was selected to serve as the basis for the design of the research

instrument, and therefore also functioned as the standard of measurement of strategic planning practices within the AABC. The process model consists of the following six stages: (1) environmental analysis, (2) resource analysis, (3) goal formulation, (4) strategy formulation, (5) organization design, and (6) systems design (see Appendix A). A successful variation of this planning model was implemented at Beloit College. Beloit is a nine hundred student liberal arts college in southern Wisconsin. Its enrollment dropped substantially in the mid 1970s and the administrators instituted several major changes through the strategic planning process that helped ensure Beloit's long-term viability (May, 1979:1).

The selection of the Kotler-Murphy process model specifically identified and delineated the type and content of information that was needed to address the stated research problem. Following the compilation of the data, the model was used to analyze the strategic planning practices in the institutions participating in the case study.

Chapter 3

METHODOLOGY

Design of the Study

The selected research methodology for this major applied research project was an organizational assessment case study involving institutions accredited by the American Association of Bible Colleges. The research design provided a structure for the accurate assessment of strategic planning practices within the AABC by providing a composite profile of planning practices among Bible colleges.

The case study method, in this setting, provided a way of presenting institutional data for the purpose of viewing organizational reality regarding the selected research problem. This study was not concerned with the characteristics of individual institutions but rather was concerned with the generalized statistics that result when data are abstracted from the individual institutional responses. This study was essentially a cross section. Best (1986:93) described the case study as a method which probes deeply and analyzes the factors that explain present status or that influence change or growth. The emphasis of the case study should be on typicalness rather than uniqueness to allow for abstraction and generalization of findings.

The research population consisted of the ninety member institutions of the American Association of Bible Colleges that held full accredited status as of January 1, 1989. The research technique used to gather the information from the individual institutional sources was the questionnaire/survey method. Concerning this type of research, Best emphasized,

It must not be confused with the mere clerical routine of gathering and tabulation of figures. It involves a clearly defined problem and definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered and logical and skillful reporting of the findings (1986:81).

Sources of Data

The information gathering component of the case study was accomplished by the implementation of the Institutional Strategic Planning Assessment Questionnaire (ISPAQ) which was developed as part of this Major Applied Research Project. The ISPAQ (Appendix D) was directed towards the presidents of the colleges included in the targeted research population for several reasons. First, the strategic planning process itself is hierarchial in the context that overall institutional goals are set at the top administratively which makes the president the chief planning officer. There was general agreement in the literature reviewed that any successful implementation of strategic planning was dependent on strong presidential leadership (Chan, 1986; Goodchild, 1987). Secondly, the decision-making apparatus at most Bible colleges tends to be less collegial in nature and more centralized in the office of the president. This autocratic form of governance is due

in a large part to smaller institutional size and religious affiliations. Thirdly, in light of the comprehensive nature of the inquiry into the institutional planning process, the president seemed best qualified in most situations to complete this instrument with the least amount of effort. Seeking presidential response to the ISPAQ served to increase the return rate and safeguard the integrity of the findings by preventing it from being shuffled from one administrator to another.

Data Collection Instrument

The development of the ISPAQ for this case study was a seven-fold process:

1. After institutional planning (specifically strategic planning practices) was determined to be an area of significant weakness in some Bible colleges, it was determined that an organizational assessment case study would be conducted within the AABC to determine how and with what degree of effectiveness strategic planning functions in member institutions.

2. Following the identification of the research problem, a review of relevant educational planning literature was conducted to establish generally accepted characteristics of strategic planning. Strategic planning as it relates to small private institutions of higher education was the area of primary concern. This phase included a search for any studies that had been done with reference to strategic planning

practices in Bible colleges. Several dissertations were located which pertained to institutional or long-range planning but none were found that gave more than a passing mention of strategic planning. In light of this, it was necessary to construct an original instrument for the assessment of strategic planning in Bible colleges.

3. Following the review of literature research questions were developed. It was determined that a strategic planning process model was needed to provide a framework for the construction of the assessment questionnaire. The model also provided criteria for evaluation of the data received from the questionnaire responses. This made the selection of the model of vital importance to the validity of this study.

Kotler and Murphy's strategic planning process model (1981:472) was selected to guide the design of the research instrument. Their design content reflected the inclusion of all the major elements of strategic planning as determined by the literature review. The model selected was also appropriate for use in smaller institutions such as the ones targeted by this study.

4. The Total Design Method (Dillman, 1978) was used extensively in developing the technical aspects of the questionnaire's design including overall format, question construction, question sequencing and the use of transitions between question groupings. Each element was designed to achieve the maximum response rate possible and to ensure the content validity of the instrument.

5. An Assessment Terms definitions sheet (Appendix C) was created to improve the clarity of the information sought by specific questions. Some of the terms used in strategic planning sources are common in other planning contexts but carry different meanings and/or applications.

6. A separate research proposal (Appendix D) was submitted to the AABC Commission on Research along with the ISPAQ for their official endorsement (procedures for securing AABC Commission on Research endorsement were shown in Appendix E). Part of the process for the submission of a proposed research study to the Commission included the requirement that any original data collection instrument must be reviewed by at least four expert jurors and that their responses be included in the proposal. The comments and suggestions found in the juror responses (Appendix F) were incorporated into the final form of the ISPAQ. These revisions to the research instrument included: (1) the overall length of the questionnaire was shortened by twelve questions, (2) a more functional definition of strategic planning was developed to provide a greater contrast with traditional long-range planning, (3) the assessment terms and definitions were rearranged so that similar or related terms were contiguous rather than arranged alphabetically, (4) responses that reflected the absence of strategic planning were placed before responses reflecting acceptable strategic planning practices to offset the instrument's bias towards strategic planning, (5) key terms were underlined to promote accurate and complete

responses to each question, (6) some questions were rephrased to correct grammar and increase readability, and (7) additional space was created for writing responses. Questions and response categories were modified so that no item was split between pages.

Upon receiving approval from the Commission on Research for the implementation of this study, an official letter of endorsement was sent from Randall Bell, Executive Director of the AABC (Appendix G). This letter was used in conjunction with the initial mailing of the instrument as a means of encouraging cooperation by institutional presidents with the research effort. Endorsement by the AABC provided a positive impact on the rate of return, the validity of the findings and the utility of the research to the AABC.

7. Following all revisions, the ISPAQ was published professionally in booklet form (5 1/2" x 8 1/2"). The publishing process included a graphic art design for the cover, typesetting for proper spacing and professional print and the actual printing and binding of the booklets. This questionnaire design format was used because the respondent's first exposure to the look and feel of the questionnaire often weighs heavily in encouraging further examination and completion. Dillman's rationale for this approach was that,

The Total Design Method construction process seeks to overcome these common objections by presenting an attractive, well organized questionnaire that looks easy to complete. Printing questionnaires as booklets . . . requires less paper and makes them appear far shorter than they really are. The professional appearance achieved by the booklet format, the carefully designed cover pages, and the quality printing job tells the

respondent that a great deal of work went into the questionnaire (1978:121).

The ISPAQ in its final form consisted of forty-nine questions on twenty-one pages. However, no respondent was required to answer all the questions. Question one on the ISPAQ established which category the respondent's institution fell under. The institutional categories were:

1. those institutions claiming no strategic planning (response "A"),

2. those institutions claiming strategic planning as a part of already existing long-range institutional planning (response "B"), and

3. those institutions claiming a formalized strategic planning process (responses "C" or "D").

The response to question one determined which questions were to be answered and also determined how the information from each questionnaire was included in the presentation of the data.

The vertical flow of the response categories and the letters that represented them in the ISPAQ did increase the number of pages needed to display all the questions. However, the purpose of the vertical flow design (besides attractive appearance) was to prevent inadvertent omission of some answers or entire questions and provided for a more accurate method of recording responses when compared to other questionnaire designs. Still another reason for using the vertical flow pattern was that previous research has shown it to have a positive psychological effect of enhancing the

respondent's feeling of accomplishment--each question means moving further down the page so that a sense of making quick progress comes with each answer (Dillman, 1978:137).

The ISPAQ was divided into two major sections: I. Philosophy and Organization of Planning, and II. Strategic Planning Content and Methodology. Within both sections, questions were grouped into segments according content and the institution's response category which was determined by question one. In addition, each segment of questions related back to a specific research question.

Questions in section II (Q-18 through Q-49) related to the specific steps in strategic planning as identified by Kotler and Murphy. Although institutions in categories two and three completed this section, the data was compiled and presented separately in order to preserve and present a clear distinction between institutions which claimed to be involved in a formalized strategic planning process and those which claimed that strategic planning was only a component of existing planning processes.

The value of the results of this case study was dependent upon the degree of validity or reliability of the research instrument. Generally speaking, a questionnaire is valid if it measures what it claims to measure. Validity in this application could also be thought of as utility. The criterion for judging the validity of the ISPAQ could not be expressed numerically and, therefore, was considered on the basis of face validity. Best (1986:179) discussed certain

factors that were basic to both the validity and reliability of the questionnaire:

Basic to the validity of a questionnaire is asking the right questions, phrased in the least ambiguous way. In other words, do the items sample a significant aspect of the purpose of the investigation? The meaning of all terms must be clearly defined so that they have the same meaning to all respondents. Researchers need all the help they can get. Suggestions from colleagues and experts in the field of inquiry may reveal ambiguities that can be removed or items that do not contribute to a questionnaire's purpose.

The validity and utility of the ISPAQ was safeguarded and enhanced in the following ways: (1) an Assessment Terms Definitions sheet was included with every questionnaire mailed out, (2) suggestions and recommendations from the four expert jurors were incorporated into the final version of the instrument, (3) official endorsement by the AABC Commission on Research contributed to a high rate of return and thereby increased the representativeness of the findings, (4) use of a specific strategic planning process model provided an accepted content foundation for the construction of the instrument, and (5) the Total Design Method provided proven techniques for gathering data through questionnaires from the design stage through the implementation process.

Data Collection Procedures

The development of the implementation process for the ISPAQ was most important to the success of the study. The result was a comprehensive retrieval system for completed questionnaires based on the Total Design Method (TDM).

The appeal of the TDM is based on convincing people first that a problem exists that is of importance to a group

with which they identify, and second, that their help is needed to find a solution. The researcher is portrayed as a reasonable person who, in light of the complexity of the problem, is making a reasonable request for help, and, if forthcoming, such help will contribute to the solution of that problem (Dillman, 1978:162).

The following procedures were used in the data collection process utilizing the ISPAQ:

1. The Initial Mailing. An initial cover letter (Appendix H) was prepared that communicated the appeal for participation in the research. It emphasized the present need for research into the planning practices of Bible colleges, the importance of strategic planning and their individual participation in the research effort. The letter was individually produced on appropriate institutional letterhead stationary, personally addressed with the exact date of the mailing added. Included in the initial mailing was a letter from Dr. Randall Bell, Executive Director of the AABC, indicating the accrediting agency's interest in and endorsement of the research project and encouraging institutional presidents to cooperate with it by completing the questionnaire (Appendix G).

The cover letter, endorsement letter and a self addressed, stamped envelope were folded in a predetermined fashion and placed in the mailing envelope along with a copy of the questionnaire and the Assessment Terms Definitions sheet. First class postage was used in all mailings. Pre-printed, 5 3/4" x 8 3/4" business envelopes were used so the ISPAQ booklets would not have to be folded for the mailing to or the return mailing from the respondent.

2. First follow-up. Approximately one week after the initial mailing, a postcard (Appendix I) reminder was sent to all recipients of the first mailing who had not responded immediately by returning their questionnaire. The message on the card was preprinted but included an individually typed name and address, the exact date of the mailing and an individually applied personal signature. The note included a thank you for those who had already returned their questionnaire and encouragement to do so for those who had not.

3. Second follow-up. Three weeks after the original mailout this mailing consisted of another cover letter (Appendix J), a replacement questionnaire with an Assessment Terms Definitions sheet, and another self-addressed, stamped return envelope. This was sent to all AABC presidents who had not yet returned their completed questionnaire. The cover letter contained a restatement of the previous appeals but emphasized the usefulness of the research and the importance of including their individual insights into the planning process at their institution in the study.

4. Third follow-up. This final follow-up was mailed seven weeks after the original mailing. It consisted of yet another cover letter (Appendix K), questionnaire, Assessment Terms Definitions sheet and return self-addressed, stamped envelope, and was sent to all remaining nonrespondents. The intent of the cover letter was to communicate a sense of excitement regarding the results which were coming in from

other institutions and encourage the recipient not to be left out. This final cover letter also established a deadline for the receiving of questionnaires to be used in the study.

In addition to this implementation process other efforts were made to improve the response rate and the quality of the information received. Letters were written to individuals who had made inquiries regarding the questionnaire. In some instances telephone interviews were conducted to clarify conflicting areas of information prior to the analysis of the data. Generally speaking, the construction and content of the ISPAQ functioned well in safeguarding against inconsistencies among respondent claims.

Analysis of Data

The unique characteristics of the case study research design determined the appropriate methods for the analysis and treatment of the data. The current state of strategic planning within the AABC was analyzed by a systematic presentation of summary institutional responses to questions on the research instrument. Evaluation of the relative merits of these responses was based upon comparison with strategic planning as recommended in the literature with specific emphasis on the Kotler-Murphy process model.

Following the sorting and tabulating of responses from the research instrument, the data was divided into the appropriate institutional categories and was then synthesized to address the research questions. Data was examined in terms

of comparisons between the more homogeneous segments within the whole population and also by comparison with external criteria (Best, 1986:201). The external criteria was the accepted standards of strategic planning found in the literature.

The treatment of the data included a multiplicity of techniques for presenting the comparisons of strategic planning levels within Bible colleges. Tables and figures were utilized to show important relationships found in the data. Frequency counts were used but were also translated into percentages to provide a common base for clarification purposes. Crossbreaks were also used for organizing and describing data relationships (Best, 1986:198-199). The organization, treatment and presentation of the data was designed to interrelate with and correspond to the research questions which provided direction for the organization assessment case study.

Chapter 4

PRESENTATION OF RESULTS

The purpose of this organizational assessment case study was to determine the present level of strategic planning practices within the American Association of Bible Colleges (AABC). The research questionnaire was sent to all ninety presidents of the Bible colleges that held full accredited status within the AABC as of January 1, 1989. Sixty-one members of the total group contacted participated in the study providing a return rate of sixty-eight percent. A wide variation was noted in the fall, 1988, full time equivalent (FTE) student enrollments of respondent institutions. The smallest reported an enrollment of only thirty-five while the largest reported an enrollment of 1,064. The mean student enrollment was 281. The distribution of institutions by fall, 1988, FTE student enrollment was shown in Table 1. A substantial majority of institutions (78%) had a fall, 1988 FTE enrollment under four hundred, while almost fifty percent had enrollments of less than two hundred which indicated the modest dimensions of the Bible colleges involved in the study.

Respondents were also asked to indicate whether their institutions were accredited by organizations other than the AABC. Interestingly, twenty-five (41%) of the institutions reported accreditation by appropriate regional associations

Table 1
Distribution of Institutions by FTE Student Enrollment

FTE Enrollment	f*	%
0 - 199	30	49
200 - 399	18	29.5
400 - 599	7	11
600 - 799	3	5
800 - 999	2	3
1000 or more	1	1.5

*Note: f will be used throughout this study to indicate the frequency of response.

and/or professional (program related) associations in addition to AACB accreditation. The distribution of institutions according to accreditation status was shown in Table 2.

Philosophy and Organization of Strategic Planning

Institutional presidents were asked to determine the extent to which their institutions were currently engaged in strategic planning. Their responses determined the strategic planning category in which their institutional data would be presented. Table 3 showed the distribution of institutions by category according to the current extent of strategic planning claimed by respondents. Institutions currently involved in the strategic planning process and institutions that have a developed strategic plan were grouped into a

Table 2
Distribution of Institutions by Accreditation Status
Other than AABC Membership

Type of Accreditation	f	%
Regional (Only)	14	23
Regional and Professional	5	8
Professional (Only)	1	1.6
Regional (Candidate Status)	5	8

Table 3
Distribution of Institutions by Current Levels
of Strategic Planning Involvement

Category	f	%
No current strategic planning practices	7	11
Strategic planning occurs as part of other long-range planning structures	26	43
Currently involved in strategic planning process	19	(31%)
A strategic plan has been developed and is being implemented	9	(15%)
Totals	28	46

single category (Category 3). A substantial majority of institutions (89%) claimed some level of current strategic planning practice. Only nine (15%) institutions claimed to have a completed strategic plan which was being implemented.

Specific planning data was not solicited from respondents included in Category 1 other than through questions forty-six through forty-nine on the ISPAQ dealing with levels of awareness by institutional leaders of the concepts and terminology of strategic planning. This data was shown later in the study.

Data from Category 2 and Category 3 institutional responses were presented separately for the Philosophy and Organization of Strategic Planning component of the study because questions in the research instrument were separated accordingly to reflect organizational differences. In the Strategic Planning Content and Methodology section the data from Categories 2 and 3 were presented together to provide for easier comparisons between the two groups.

Philosophy and Organization of
Strategic Planning at Institutions
Claiming Strategic Planning Occurs
as Part of Existing Long-Range
Planning Practices

Respondents were given a series of statements in the ISPAQ regarding the role of strategic planning as an element of existing institutional planning practices and were asked to check all statements that characterized strategic planning in their institutions. Institutional responses were displayed in Table 4.

Table 4
 Characteristics of Strategic Planning As An
 Element of Existing Institutional
 Planning Practices

Statement	Checked f	%	Not Checked f	%
Strategic planning takes place on an informal basis as an outgrowth of other types of institutional planning	12	46	14	54
Strategic planning is a major component of existing long-range planning efforts	13	50	13	50
There is a written institutional philosophy of planning containing the role of strategic planning as it relates to the overall planning process	5	19	21	79
There is a written institutional philosophy of planning but it does not refer specifically to strategic planning	4	15	22	85
There is a written institutional long-range planning procedure that includes a description of the strategic planning component within the overall planning process	2	8	24	92

Of the twenty-six institutions that claimed strategic planning occurs as part of other existing institutional planning practices, exactly one-half (50%) claimed strategic planning as a major component of the planning process. Nine

institutions (34%) had written institutional planning philosophies, four of which did not specifically refer to the role strategic planning should play in the overall planning effort. Only two institutions (8%) indicated that they had a written institutional long-range planning procedure that included a description of the strategic planning component within the planning process. Responses to statements one and two, and the lack of the same to statement five displayed substantial incongruence to the essence and nature of strategic planning as seen in the literature.

Respondents were asked to identify the person or group responsible for initiating the strategic planning component of the institutional long-range planning process. Overwhelmingly, institutional presidents (80.7%) were indicated as the initiators of the strategic planning activities. The results from this question were shown in Table 5.

Respondents were asked to estimate as accurately as possible the percentage of the overall institutional planning effort (time, budget) that was devoted solely to strategic planning. Responses ranged from one percent to fifty percent of the planning effort. Results were displayed in Table 6.

Over half (58%) of the respondents estimated that their institutional strategic planning efforts comprised ten percent or less of the overall institutional planning process in terms of time and budget. The mean percentage of the planning

Table 5

Sources of Initiation of Strategic Planning
Components Within Existing Institutional
Long-Range Planning Processes

Source	f	%
Trustees or governing boards	2	8
President	21	81
Denominational authorities	0	0
Planning office	1	4
Planning committee	0	0
Other	2	8
President in conjunction with the academic dean - one response		
Not applicable - one response		

effort devoted solely to strategic planning was seventeen. This was illustrated in Figure 1.



Figure 1

Mean Percentage of Overall Institutional
Planning Efforts (Time, Budget) Devoted
Solely to Strategic Planning

To acquire information about how institutions were organized for institutional planning, respondents were asked to indicate whether their institution had a standing planning committee that coordinated and directed the planning process and, if so, what representation was on the committee. Of the twenty-six institutions in Category 2, nineteen (73%) reported that they did have such a committee while seven (27%) reported that they did not. Committee membership in those institutions which had standing planning committees was displayed in Table 7. In addition to the responses included in Table 7, two institutions reported that members from their church constituency groups also serve on the planning committee.

Table 6

Percentages of Overall Institutional Planning
Efforts (Time, Budget) Devoted Solely
to Strategic Planning

Percentage of Planning Effort	f	%
1	2	8
2	1	4
5	10	38
10	2	8
15	2	8
25	4	15
30	1	4
50	4	15

Table 7
Institutional Planning Committee Membership*

Groups	Yes		No	
	f	%	f	%
Trustees	12	63	7	37
Administrators	19	100	0	0
Department chairpersons	7	37	12	63
Faculty	9	47	7	53
Staff	8	42	11	58
Students	4	21	15	79
Alumni	6	32	13	68

*Table 7 was based on a total of nineteen institutions.

The data in Table 7 revealed that planning committees are dominated by administration with trustees playing a major secondary role. While nineteen (100%) of institutions having planning committees indicated that administrators served on the committee, only nine institutions (47%) reported that faculty were represented. Of that nine, seven (37%) also had department chairpersons on the planning committee. Students were reported to have the least frequent representation on the planning committee.

The literature on strategic planning placed great importance on broad participatory involvement in the development of a strategic plan. Respondents were asked to rate the extent to which various groups were involved in the

strategic planning component of the overall long-range planning process. The data in Table 8 summarized the responses from the twenty-six institutions in Category 2. In addition to the responses in Table 8, five institutions reported moderate involvement in the strategic planning process by alumni representatives and other constituency group representatives.

The data in Table 8 revealed that institutional presidents and administrators were the groups with the highest levels of involvement in the strategic planning process. Major involvement by faculty (including department chairpersons) was reported by less than half (47%) of the institutions. The dominance of administration in the strategic planning component was similar to the administrative dominance of the planning committees shown in Table 7.

Respondents were asked to identify the individual at their institution who was primarily responsible for coordinating the strategic planning component of the institutional planning process. Twenty (77%) indicated the president was the primary coordinator for strategic planning. Other responses identified the following individuals: business manager, vice-president for Research and Planning, executive assistant to the president (two responses), vice-president for Development and Coordinator for Planning. These responses comprised twenty-three percent of responding institutions in Category 2.

Table 8
Level of Involvement in the Strategic Planning
Component of the Overall Planning Process
by Various Groups

Groups	Major Involvement		Moderate Involvement		Minor Involvement		No Significant Involvement	
	f	%	f	%	f	%	f	%
Trustees	7	27	7	27	12	46	0	
President	24	92	2	8				
Administrators	22	85	4	15	0		0	
Department chairpersons*	9	35	7	27	4	15	3	12
Other faculty	3	12	12	46	7	27	4	15
Staff	1	4	8	30	9	35	8	30
Students	0		4	15	10	38	12	46

*One respondent's institution did not have department chairpersons.

Respondents were given a series of statements on the use of a planning model in the design of a planning system and were asked to identify all those statements that represented their institutions' use of a planning model(s). Responses to these statements were displayed in Table 9.

Less than half (46%) of the respondents indicated that a strategic planning model was used to design the planning system at their institutions. This included institutions that used an institutional long-range planning model that included a strategic planning component and institutions that utilized a specific strategic planning process model to design the strategic planning component. Fourteen (54%) institutions did not use any strategic planning model, however, seven (27%) reported the use of a traditional long-range planning model.

Philosophy and Organization of
Strategic Planning at Institutions
Claiming a Current Strategic
Planning Process or a Developed
Strategic Plan

Twenty-eight institutions which claimed specific strategic planning practices made up Category 3. Respondents were asked to list what factors influenced the decision to engage in strategic planning at their institution. They were to list factors according to priority if there were more than one. Twelve respondents (43%) were able to list three factors, seven respondents (25%) listed two factors, five respondents (18%) listed only one factor and four respondents (14%) did not list any factor influencing the decision to

Table 9

Use of Planning Models by Institutions Claiming
Strategic Planning as a Part of Existing
Long-Range Planning Practices

Statements	Checked		Not Checked	
	f	%	f	%
An institutional long-range planning model was used that included a strategic planning component	9	35	17	65
An institutional long-range planning model was used that did <u>not</u> include a strategic planning component	7	27	19	73
A strategic planning process model was used to design the strategic planning component of the institutional long-range planning process	3	11	23	89
No institutional long-range model was used in the design of the planning process	6	23	20	77
No strategic planning process model was used in the design of the planning process	7	27	19	73

engage in strategic planning. A representative summary of these factors and responses were displayed in Table 10.

The need for institutional vision and direction in many cases included the need to reestablish a sense of mission. As indicated in Table 10, this factor appeared the most often with a total of twelve responses (43%). Financial pressures

Table 10

**Representative Summary of Responses of Factors
that Influenced the Decision to Engage in
Strategic Planning**

Factor	f	%
<u>First Priority</u>		
Enrollment decline	8	29
Financial concerns	4	14
Vision/direction (Need for)	4	14
New leadership/change in management philosophy	4	14
Accrediting agencies (Encouragement/requirement)	3	11
<u>Second Priority</u>		
Financial concerns	7	25
Accrediting agencies (Encouragement/requirement)	5	18
Vision/direction (Need for)	3	11
Enrollment decline/instability	2	7
<u>Third Priority</u>		
Vision/direction (Need for)	5	18
Facilities concerns	2	7
Accrediting agencies (Encouragement/requirement)	2	7

and concerns was the second most recurring factor influencing the decision for strategic planning with eleven responses

(39%). Enrollment decline or instability and the influence of accrediting agencies were each listed ten times (36%). Other factors that were listed included the following:

- Concerns for institutional survival
- Trustee concerns
- Merger with another school
- Rapidly changing environment
- Desire for improvement of educational outcomes
- Competition for students
- Attended strategic planning workshop.

Respondents were given a series of statements regarding various characteristics of the philosophy and organization of strategic planning and were asked to identify all statements which characterized the strategic planning process in their institutions. Institutional responses were shown in Table 11.

The data in Table 11 revealed that a substantial majority of respondents viewed strategic planning as an ongoing institutional activity which concurred with the nature of strategic planning as described in the literature. However, only seven institutions (25%) indicated there was a written procedure defining the process for the formulation and implementation of strategic plans. The same number of institutions (7) also reported the existence of annual strategic planning calendars. Of similar significance was the number of institutions which did not indicate there was

Table 11

Characteristics of Strategic Planning at Institutions
Claiming Formalized Strategic Planning Practices

Statement	Checked		Not Checked	
	f	%	f	%
There is a written institutional philosophy of planning containing role of strategic planning the people who are to be involved and the extent of their involvement.	4	17	24	83
Strategic planning is an ongoing institutional activity rather than a project with a specific beginning and ending.	19	68	9	32
There is a separate planning office and staff whose responsibility is exclusively in the area of planning.	2	7	26	93
There is a written planning procedure that describes a systematic process for the formulation and implementation of strategic plans.	7	25	21	75
There is a written annual strategic planning calendar that specifies dates and deadlines for various strategic planning activities.	7	25	21	75
Strategic planning is done on a less formal basis apart from any comprehensive planning documents and permanent planning structure.	7	25	21	75

a written institutional philosophy of planning with specific mention of strategic planning and the delineation of the people who were to be involved. Twenty-four institutions (83%) were in this category.

Respondents were asked to identify the person or group responsible for initiating the strategic planning process at their institution. Institutional presidents were indicated most often as the initiators of strategic planning with twenty responses (71%). A breakdown of these responses was shown in Table 12.

Table 12

Sources of Initiation of the Strategic
Planning Process

Source	f	%
Trustees or governing boards	4	14
President	20	71
Denominational authorities	0	
Planning Office	0	
Planning Committee	1	4
Other	3	11
President with administrative cabinet	2	7
Vice-president of external affairs	1	4

Respondents were asked to rate the extent to which various groups were involved in the strategic planning process. The data in Table 13 summarized the responses from the twenty-eight institutions in Category 3.

The data in Table 13 showed that presidents and other administrators held the greatest levels of participatory involvement with ninety-three percent and eighty-two percent of the institutions reporting major involvement in these categories respectively. Major involvement by department chairpersons and faculty was substantially lower with each group showing a twenty-nine percent institutional response rate. It was noted, however, that twenty-one respondents (75%) indicated either major or moderate involvement in the strategic planning process. A similar observation was made regarding trustees in which twenty-five institutions (89%) reported either major or moderate involvement. Students and alumni were the least represented groups in the strategic planning process.

Respondents were asked to report whether their institution had a standing planning committee that coordinated and directed the strategic planning process and, if so, what representation was on the committee. Of the twenty-eight institutions which claimed current or developed strategic planning experience, fifteen (54%) indicated that they did have such a committee while thirteen (46%) indicated they did not. Committee membership in those institutions which had standing planning committees was displayed in Table 14. In

Table 13

Levels of Involvement in the Strategic Planning
Process by Various Groups

Groups	Major Involvement		Moderate Involvement		Minor Involvement		No Significant Involvement	
	f	%	f	%	f	%	f	%
Trustees	11	39	14	50	2	7	1	4
President	26	93	2	7	0		0	
Other administrators	23	82	4	14	1	4	0	
Department chairpersons*	8	29	12	43	3	11	4	14
Faculty	8	29	13	46	4	14	3	11
Staff	2	7	12	43	9	32	5	18
Students	0		6	21	14	50	8	29
Alumni	2	7	7	25	14	50	5	18

*N/A - one institution

Table 14
 Membership of Institutional Strategic
 Planning Committees*

Group	Yes		No	
	f	%	f	%
Trustees	9	60	6	40
Administrators	15	100		
Department chairpersons	6	40	9	60
Faculty	11	73	4	27
Staff	6	40	9	60
Students	2	13	13	87
Alumni	4	27	11	73

*Table 14 was based on a total of fifteen institutions.

in addition to the responses included in Table 14, one institution reported that committee membership included a local businessman and a local pastor.

The breakdown of representative membership of standing planning committees showed that administration involvement was universal to this group as would be expected. The data also showed a significant majority (73%) of the committees having faculty representation. Students and alumni were reported to have the least frequent representation on the committee. Trustees were found on only nine (60%) planning committees.

Respondents were asked to identify the individual at their institution who was primarily responsible for coordinating strategic planning. Twenty respondents (71%) reported the president was the primary coordinator for the strategic planning process. Two institutions (7%) indicated the chief academic officer was responsible for strategic planning. Six institutions (21%) listed other persons who were responsible for coordinating strategic planning. These responses were:

- Vice-president for External Affairs
- Vice-president for Student Affairs
- Vice-president of Strategic Planning and Program Development
- Executive Vice-president
- Responsibility shared by the President and Chief Academic Officer

Respondents from institutions in Category 3 were asked to indicate if a strategic planning process model had been used to some extent in the design of the strategic planning process at their institution. The results were shown in Table 15. Nineteen institutions (68%) indicated the use of a model to some extent.

Strategic Planning Content and Methodology

This section on the content and methodology of strategic planning related to the individual steps of the strategic planning process. Although terminology and planning stages

Table 15

Use of a Strategic Planning Process Model
in the Design of the Strategic
Planning Process

Statement	Yes		No	
	f	%	f	%
A strategic planning process model was used to some extent.	19	68	9	32

differ from one planning model to the next, the intent of this section was to find strategic planning practices which were equivalent to those found in the literature. The specific planning steps and terminology used in this section were taken from the Kotler and Murphy strategic planning process model.

Respondents from Category 2 institutions that claimed strategic planning occurred as a part of other existing long-range institutional planning, and respondents from Category 3, institutions that claimed current involvement in strategic planning, participated in the Content and Methodology section. The data was presented together whenever possible to facilitate comparisons, however, both groups remained separate research populations.

Environmental Analysis

Respondents were asked to indicate if their institution conducted formal studies to determine major trends in the environment within which the college operates and, if so, to identify which specific environments were included in the

research. Only eight (31%) institutions in Category 2 reported conducting formal environmental studies while seventeen (61%) Category 3 institutions reported the same. This demonstrated that of the fifty-four institutions in both Category 2 and 3, a majority of institutions (54%) did not conduct formal environmental studies. Institutional responses identifying specific environments researched were displayed in Table 16 for both Categories.

The data from Table 16 revealed that specific institutional environments were very selectively researched by respondent institutions. Seven (27%) Category 2 institutions conducted research in the internal, market and competitive environments. Category 3 respondents indicated that the market environment was the one most often researched with ten (36%) responses. The competitive environment was the next highest with nine (32%) responses. It was noted that the public environment and the macroenvironment received the least attention from both categories.

Respondents who claimed formal environmental studies were asked if such research resulted in the identification of major trends which were then categorized as either threats or opportunities needing institutional action. Of eight institutions in Category 2 conducting environmental studies all but one indicated trends were categorized accordingly. Fifteen (54%) out of eighteen Category 3 institutions conducting formal research reported the identification of institutional threats and opportunities. Results from this

Table 16
 Environments Researched for Identification
 of Major Trends

Environment	Category 2 Responses		Category 3 Responses	
	f	%	f	%*
Internal	7	27	8	29
Market	7	27	10	36
Public	5	19	6	21
Competitive	7	27	9	32
Macro	4	15	7	25

*Percentages were based on total category population.

inquiry were shown in Table 17 with percentages reflecting the overall respondent population for each category.

Table 17

Institutions Identifying Threats and Opportunities
as a Result of Environmental Analyses

Statement	Category 2 Positive Responses		Category 3 Positive Responses	
	f	%	f	%
Major environmental trends were categorized as threats or opportunities needing institutional action.	7	27	1	54

Resource Analysis

Respondents were given a list of resource areas divided into three sections: people, money and facilities. They were asked to identify specific areas in which research was conducted to determine institutional strengths and weaknesses. Responses for Categories 2 and 3 were displayed in Tables 18 and 19 respectively.

Data shown in Table 18 identified gift and grant revenues as the resource area most often considered by Category 2 institutions with twenty-one (81%) responses. It was noted that four other resource areas were studied more often than either administrators or faculty. These areas were: the library with twenty responses (77%), instructional

Table 18

Resource Areas Researched to Determine
Institutional Strengths and Weaknesses
in Category 2 Institutions

Resource Area	Checked		Not Checked	
	f	%	f	%
<u>People</u>				
Administrators	17	65	9	35
Faculty	17	65	9	35
Staff	14	54	12	46
<u>Money</u>				
Student generated revenues	19	73	7	27
Gift and grant revenues	21	81	5	19
Investment revenues	11	42	15	58
Government related revenues	9	35	17	65
<u>Facilities</u>				
Instructional classrooms	19	73	7	27
Library	20	77	6	23
Chapel	11	42	15	58
Student housing	18	69	8	31
Student union or lounges	10	38	16	62
Parking	7	27	19	73
Athletic	7	27	19	73
Food service areas	13	50	13	50

Table 19

Resource Areas Researched to Determine
Institutional Strengths and Weaknesses
in Category 3 Institutions

Resource Area	Checked		Not Checked	
	f	%	f	%
<u>People</u>				
Administrators	22	79	6	21
Faculty	23	82	5	18
Staff	18	64	10	36
<u>Money</u>				
Student generated revenues	25	89	3	11
Gift and grant revenues	24	86	4	14
Investment revenues	9	32	19	68
Government related revenues	10	36	18	64
<u>Facilities</u>				
Instructional classrooms	20	71	8	29
Library	24	86	4	14
Chapel	12	43	16	57
Student housing	21	75	7	25
Student Union or Lounges	13	46	15	54
Parking	15	54	13	46
Athletic	16	57	12	43
Food service areas	17	61	11	39

classrooms with nineteen responses (73%) and student housing with eighteen responses (69%).

Category 3 responses in Table 19 revealed that student generated revenues was the most often considered resource area with twenty-five (89%). Gift and grant revenues and the library were the next most studied areas, each with twenty-four responses (86%). Twenty-three institutions (82) indicated faculty resources were included in their identification of strengths and weaknesses. Investment revenues was the least considered resource area with nine responses (32%).

Respondents were asked if intangible strengths and weaknesses were considered in addition to the tangible resource areas previously listed and, if so, to list specific intangible resources that were identified. Fourteen (54%) of the institution in Category 2 reported such consideration and eighteen (64%) institutions in Category 3 reported the same. A representative summary of intangible resources was shown in Table 20. Other intangible resources identified were:

- denominational politics
- foreign missions atmosphere
- family feeling
- volunteer labor
- philosophy of education
- radio program by the school's founder
- strength of parent organization.

It was noted that these areas were not categorized as strengths or weaknesses by the respondents but were merely identified as resource areas. However, it would seem that

Table 20
Intangible Resources Identified As A Result
of Resource Analysis

Intangible Resource Identified	Category 2 Institutions		Category 3 Institutions	
	f	%	f	%
Spirit/character	2	8	2	7
Alumni	3	11	1	4
Constituency/commitment	3	11	3	11
Reputation/image	4	15	5	18
History/tradition	1	4	2	7
Physical environment	2	8	1	4
Morale/attitudes	3	11	2	7

most areas were mentioned as points of institutional strengths except for the mention of denominational politics.

In preparing an analysis of institutional strengths and weaknesses there can often times be a great discrepancy in the perceptions of different groups related to the institution. Therefore, respondents were asked to specify which groups gave formal input into the perceived strengths and weaknesses of their institution. The results for both Categories 2 and 3 were shown in Table 21.

In addition to the responses shown in Table 21, two institutions from Category 2 listed other groups which gave input into the perceived strengths and weaknesses of the institution. These groups were local educators and lay church

Table 21

Groups Giving Formal Input Regarding Perceived Institutional Strengths and Weaknesses

Group	Category 2 Responses				Category 3 Responses			
	Checked		Not Checked		Checked		Not Checked	
	f	%	f	%	f	%	f	%
Trustees or governing board	19	73	7	27	21	75	7	25
Administrators	23	88	3	12	25	89	3	11
Faculty	22	85	4	15	23	82	5	18
Students	12	46	14	54	21	75	7	25
Staff	14	54	12	46	16	57	12	43
Alumni	12	46	14	54	19	68	9	32
Denominational or religious officials	5	19	21	81	8	29	20	71
Parents of students	3	12	23	88	0		28	100

leaders. One Category 3 institution named a President's Advisory Board as a group which participated in this way.

The data in Table 21 revealed that administrators had the highest levels of input for both Category 2 institutions (88%) and Category 3 institutions (89%). However, faculty and trustees were shown to have substantial participation as well in both groups. A major difference was noted between institutional categories concerning student involvement levels. Twenty-five Category 3 institutions (75%) reported student input while only twelve Category 2 institutions (46%) reported the same. A similar difference occurred with alumni participation. Parents of students and denominational officials were the least often consulted groups regarding perceived strengths and weaknesses.

Goal Formulation

One essential component of successful strategic planning identified in the literature was a clearly defined and current institutional purpose. In light of this, respondents were asked if their institution had a written mission statement. All Category 2 and Category 3 institutions (100%) reported the existence of an institutional mission statement.

Respondents were then asked to specify how long it had been since the mission statement at their institution had been formally reviewed and evaluated. Respondents' answers were displayed in Table 22.

Both institutional categories showed a substantial majority of institutional mission statements had been reviewed

Table 22

Length of Time Since Last Formal Review and Evaluation
of Institutional Mission Statement

Length of Time	Category 2 Responses		Category 3 Responses	
	f	%	f	%
Within the last year	10	38	16	57
1 - 2 years	9	35	7	25
3 - 4 years	5	19	5	18
5 or more years	2	8	0	

within the last two years (Category 2, 73%; Category 3, 82%). Only two respondents (Category 2) indicated it had been five years or more since the last evaluation.

Respondents were asked to indicate if the mission statement was formally reviewed and evaluated on a regular basis and, if so, to specify how often such a review took place. Seventeen Category 2 institutions (65%) and nineteen Category 3 institutions (68%) reported a regular scheduled review process for the institutional mission statement. Reported time frames for the statement reviews were shown in Table 23. Three institutions from Category 3 gave time frames not included in the table. These were: monthly, semi-annually and every ten years. It was considered questionable as to how extensive a "formal" monthly or even semi-annual review and evaluation could be. Other time frames for the

Table 23

Time Frames for Regular Review of Institutional
Mission Statement

Time Frame	Category 2 Responses		Category 3 Responses	
	f	%	f	%
Every year	4	15	9	32
Every 2 years	7	27	3	11
3 - 5 years	6	23	3	11

mission statement reviews shown in Table 22 were judged adequate for strategic planning purposes.

Respondents were given a series of statements characterizing the content and development of a mission statement. They were then asked to identify each statement that was appropriate for their institutional situation. Responses to these statements were displayed in Table 24.

The data in Table 24 revealed that all institutions in Categories 2 and 3 had mission statements that at least identified the primary education function of the institution. This was considered a minimum requirement for any mission statement. A majority in Category 2 (81%) and in Category 3 (57%) reported that the statement did not specify a priority ranking of programs and services to be offered. Among Category 3 respondents, only thirteen (46%) indicated that corresponding departmental mission statements had been

Table 24

Characteristics of Institutional Mission Statements

Statement	Category 2 Responses				Category 3 Responses			
	Checked		Not Checked		Checked		Not Checked	
	f	%	f	%	f	%	f	%
The mission statement specially identifies the primary function of the institution	26	100	0		28	100	0	
The mission statement specifies those students who are to be served by the institution.	18	69	8	31	16	57	12	43
The mission statement specifies a priority ranking of programs and services to be offered.	5	19	21	81	12	43	16	57
The mission statement defines the anticipated educational outcomes in terms of their value to the student.	14	54	12	46	17	61	11	39

Table 24 (Cont.)

Statement	Category 2 Responses				Category 3 Responses			
	Checked		Not Checked		Checked		Not Checked	
	f	%	f	%	f	%	f	%
Each department has developed a written departmental mission statement that corresponds with and contributes to the accomplishment of the institutional mission statement.	15	58	11	42	13	46	15	54

developed as compared to fifteen (58%) in Category 2. Another unexpected difference was that only sixteen (57%) institutions in Category 3 stated that their mission statement specified the type of students who were targeted to be served by the institution as opposed to eighteen (69%) institutions in Category 2.

Respondents were asked if, as part of the planning process, the mission statement had been translated into a written set of institutional objectives which were separate, but consistent with the statement and, if so, were institutional objectives restated in writing as specific goals in operational and measurable form. Responses to this inquiry was shown in Table 25.

Table 25
Institutional Objectives and Goals Developed
from Institutional Mission Statements

Institutional Category	Written Institutional Objectives				Written Institutional Goals in Operational and Measurable Form			
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
2	18	69	8	31	16	62	10	38
3	21	75	7	25	17	61	11	39

Data from Table 25 showed that a majority of institutions from Category 2 (62%) and Category 3 (61%) had redefined their institutional mission statements in terms of objectives and

goals. Institutions without specific and quantifiable goal statements were considered impotent with respect to their ability to monitor and determine to what extent the institution was successful in the accomplishment of its mission.

Respondents from institutions with a set of written institutional objectives were asked to rate the level of involvement of various groups in the development and selection of institutional objectives and goals. These ratings were shown in Table 26. Percentages were based on the number of institutions with objectives in each category, not overall population totals.

The data from Table 26 revealed that among institutions having written objectives and goals, presidents and administrators had the most prominent developmental role with faculty and trustee groups playing a secondary role. It was observed that only six (33%) Category 2 institutions claimed major involvement for faculty as compared with fourteen (67%) Category 3 institutions. Students and alumni held the lowest levels of involvement.

Respondents were asked if part of the goal formulation phase (i.e., mission statement, objectives and goals) included some formal information-gathering from current or potential constituent groups to assess how well the value choices (mission, purpose, strategies, programs) made by the institution reflected the values of specific target groups. Those who responded in the affirmative were then asked to

Table 26

Levels of Involvement by Various Groups in the Development and Selection
of Institutional Objectives and Goals

Groups (by Institutional Category)	Major Involvement		Moderate Involvement		Minor Involvement		No significant Involvement	
	f	%	f	%	f	%	f	%
<u>Category 2</u> (N=18)								
Trustees	5	28	5	28	4	22	4	22
President	16	89	1	6	0		1	6
Other administrators	16	89	1	6	0		1	6
Department chairpersons	8	44	4	22	2	11	2	11
Faculty	6	33	9	50	0		3	17
Staff	0		7	39	6	33	5	28
Students	0		2	11	6	33	10	56
Alumni	0		4	22	6	33	8	44

Table 26 (Cont.)

Groups (by Institutional Category)	Major Involvement		Moderate Involvement		Minor Involvement		No significant Involvement	
	f	%	f	%	f	%	f	%
Category 3								
(N=21)								
Trustees	10	48	5	24	3	14	3	14
President	20	95	1	5	0		0	
Other administrators	19	90	2	10	0		0	
Department chairpersons	14	67	7	33	0		0	
Faculty	14	67	4	19	3	14	0	
Staff	4	19	4	19	6	29	7	33
Students	1	5	2	10	7	33	11	52
Alumni	1	5	4	19	8	38	8	38

specify what groups were researched and what assessment technique was used. Only ten Category 2 institutions (38%) indicated that value choices were assessed through feedback from targeted groups. It was also noted that only seven of those respondents indicated any group contacted or technique used, which effectively reduced the number of institutions to seven (27%). A similar result occurred among Category 3 institutions in which fourteen (50%) indicated value choices assessment yet only nine institutions (32%) listed the targeted constituency group or technique. It was judged that respondents that did not list specific target groups or techniques should not be credited with a value choices assessment program. Summary responses were shown in Table 27.

The number and types of responses received seemed to indicate that assessment of value choices was minimal and very limited in scope as seen in the group selections. Overall, this area of strategic planning was considered nearly non-existent in both institutional categories.

Strategy Formulation

After an institution formulates its mission and goals, strategies must be developed that will help it achieve those goals. The first step in developing feasible strategies is to decide what to do with its current major programs. Respondents were asked if an evaluation of each current, major academic program was conducted as part of the planning process at their institution and, if so, to identify those dimensions

Table 27

Value Choices Assessment from Current
or Potential Constituent Groups

<u>Targeted Constituency Group</u>	<u>Value Choices Assessment Technique</u>
Category 2	
denomination	studies, reviews
students, alumni	survey
pastors, missions executives	letters, formal hearings
alumni, pastors	questionnaire
churches, missions agencies	questionnaire
denominational leaders, churches, alumni	questionnaire, open forum
alumni	
Category 3	
constituent churches	correspondence and telephone surveys
alumni	written survey
trustees, alumni, leaders of Christian organizations	structured interviews, questionnaires
alumni, board, students	surveys
students, parents, church leaders	grant funded career research
students, alumni	small college goals inventory, survey, student outcomes assessments
pastors	

Table 27 (Cont.)

<u>Targeted Constituency Group</u>	<u>Value Choices Assessment Technique</u>
alumni, denominational officials, pastors	
alumni, students	survey instruments

of the program that were considered in the evaluation process. These responses were shown in Tables 28 and 29.

Table 28

Institutions Conducting Evaluations of Current
Major Academic Programs

Statement	Category 2 Responses		Category 3 Responses	
	Yes f %	No f %	Yes f %	No f %
An evaluation of current, major academic programs was conducted as part of the planning process.	17 65	9 35	20 71	8 29

Seventeen (65%) Category 2 institutions and twenty (71%) Category 3 institutions reported an evaluation of each current major academic program. Of these institutions, a substantial majority considered all three program dimensions listed in the evaluation process. The one exception noted was only seven

Table 29

Major Academic Program Dimensions Considered
in Evaluation Processes

Program Dimension	Category 2 Responses		Category 3 Responses	
	Indicating f	Consideration %	Indicating f	Consideration %
Centrality to the institutional mission	16	62	19	68
Quality level of the program	13	50	18	64
Market potential with targeted clientele	7	27	15	54

(27% overall) Category 2 institutions considered the market potential of their major academic programs. Other program dimensions were listed by one Category 2 institution and four Category 3 institutions. These dimensions were: instructional resources, cost effectiveness, resources available for program support and fiscal viability.

Institutions indicating academic program evaluations (Table 28) were asked if specific decisions were made regarding each academic program concerning whether to build, hold, reduce or terminate them in light of the institutional mission and evaluation findings. With only one institutional exception in Category 3, all institutions reported that such decisions were made.

A series of nine questions (ISPAQ, Q31-Q39) identifying product/market opportunity strategies intended to maintain or increase enrollment which were developed as a result of the planning process, was given to respondents. Each question emphasized different programs, markets, areas and/or methods.

Ten institutions (38%) from Category 2 reported strategies that utilized existing programs to attract more students from their existing student market. Responses seemed to show an emphasis on recruitment methods and promotional techniques. Two institutions mentioned new scholarship programs. One strategy mentioned was to become independent of co-op programs.

Category 3 institutions showed eleven responses (39%) with similar strategies. The same emphasis was found on

student recruitment and advertising as opposed to the creative use of existing programs. One institution did indicate plans to expand areas of specialization within their Church Ministries program.

Only three (12%) Category 2 institutions and nine (32%) Category 3 institutions listed any strategies for expanding educational services to other geographic areas. Almost all strategies outlined were based upon the use of extension classes. Continuing education classes and video classes were each mentioned once.

Strategies to attract non-traditional student groups were listed by nine (35%) Category 2 and eight (29%) Category 3 institutions. Strategies were more varied for this area. Efforts included special tuition rates, day care for student mothers, urban delivery of educational services, increased hiring of minorities, special class schedules to accommodate the non-traditional learner and financial aid to minority students.

Nine (35%) Category 2 institutions and six (21%) Category 3 institutions indicated attempts to modify existing programs to attract students from the existing student market who are unable to attend regular classes. The addition or expansion of evening and weekend classes were most often mentioned. Other strategies included offering a one week term for pastors and expand the number of classes that meet once a week or twice a month.

The development of new programs, departments, courses or schools to attract more students from existing markets was considered by ten (38%) Category 2 and eight (29%) Category 3 institutions. It was noted that new programs under development were to the most part not ministry-related or directly related to work in a local church. Teaching, education, counseling, communications, and business programs were emphasized. One church-planting program and two urban ministries programs were mentioned.

Ten (38%) Category 2 and four (14%) Category 3 institutions listed the development of new programs, departments, courses or schools designed to attract a new targeted student market. Responses included the following strategies: aviation program, business department and major, rescue missions directors program, elementary education, communications and a church planting major. Again it was observed that most new programs were designed for para-church vocations.

The utilization of high technology to expand educational services to other geographic areas was reported by five institutions each from Category 2 (19%) and Category 3 (18%). Classes on video tape was mentioned three times. Two institutions listed courses developed for computer instruction. Other items listed were not considered to be legitimate strategies for the use of high technology.

Specific strategies involving a totally innovative approach for attracting new student market were claimed by

three Category 2 (12%) institutions. No Category 3 institutions responded to this question. Strategies reported did not appear to be totally innovative but were included in the report. They were: matching gift scholarships for incoming freshmen, urban studies program will be delivered and implemented through urban churches, and develop a nationally syndicated television program. The strategy dealing with the urban delivery and implementation of the urban studies program seemed to be the most valid in terms of creative innovation.

Respondents were asked to list any strategies intended to maintain or increase enrollment that did not relate to any of the produce/market areas specifically identified. Five Category 2 (19%) institutions and two Category 3 (7%) institutions reported additional strategies. The strategies listed included: the pursuit of regional accreditation, scholarship programs, an enrollment management program, a move towards university status and configuration, and the creation of a seminary program for area pastors.

A summary of institutional response frequencies for the product/market opportunity strategies was displayed in Table 30. Because of the brief and incomplete nature of the responses given and the limitations of this case study, the value and credibility of specific strategies were not evaluated on an individual basis. However, it was observed that many claimed strategies appeared to be misplaced or misdefined as strategies and should have been classified more

Table 30

Product/Market Opportunity Strategy Responses

Product/Market Opportunity	Category 2 Responses		Category 3 Responses	
	f	%	f	%
Existing programs/ similar students	10	38	11	39
Geographic expansion/ existing programs	3	12	9	32
Existing programs/non- traditional students	9	35	8	29
Modification of existing programs/existing student market	9	35	6	21
New program development/ existing student market	10	38	8	29
New program development/ new student market	10	38	4	14
Utilization of high technology/other geographic areas	5	19	5	18
Totally innovative strategies/new student market	3	12	0	
Other strategies	5	19	2	7

accurately as operational decisions or management techniques. It was noted that Category 2 institutions listed sixty-four strategies while Category 3 institutions listed only fifty-three. Overall the development of specific product/market opportunity strategies was determined as very limited with respect to developing innovative new products, identifying new student markets and utilizing high technology for educational services expansion.

Organization Design

Organizational structures in higher education are often hard to change, thereby, limiting growth opportunities because of the need to satisfy internal constituent groups. However, under real and dynamic strategic planning, organizational change and personnel changes in sensitive positions are often necessary.

Respondents were asked to indicate if the strategic planning process at their institution included an evaluation of organizational structure in light of institutional strategies and goals. Results were shown in Table 31.

Institutions reporting an evaluation structure were asked to list what changes (if any) were made. Thirteen Category 2 institutions and nine Category 3 institutions listed specific changes in organizational structure. A representative summary was listed below:

1. New division created. Institutional advancement which combined admissions, recruitment, financial aid, alumni,

placement, and public relations under one executive vice-president.

2. Vice-president for research and planning added.
3. Restructured academic division.
4. Separated admissions from records.
5. Established recruitment/enrollment management department.
6. Established reduced central core of administrators to two vice-presidents and the president.
7. General restructuring and clarification of the organizational flow chart.

Respondents were asked if the planning process included consideration of the replacement, retraining or changing of any key personnel in order to better achieved the goals of the institution and, if so, to indicate by position, action taken and expected outcome any changes that were made. Results to the first portion of this inquiry were displayed in Table 32.

Results shown in Table 32 revealed that the majority of institutions in both categories did not give consideration to key personnel changes in order to adopt a more strategic posture for goal attainment. A representative content summary of specific institutional personnel modifications was shown in Table 33.

Every institution has a unique "culture," that is, its people share a certain "mindset" or way of looking at things. Respondents were asked if they, as presidents of their

Table 31

Organizational Structure Evaluations Based on
Institutional Strategies and Goals

Statement	Category 2 Responses		Category 3 Responses	
	f	%	f	%
An evaluation of the organizational structure was made based on institutional strategies and goals.	14	54	18	64

Table 32

Institutions Giving Consideration to the Replacement,
Retraining or Changing of Key Personnel for
Better Goal Attainment

Statement	Category 2 Responses		Category 3 Responses	
	f	%	f	%
Consideration was given to the retraining, replacement or changing of key personnel in order to better achieve the goals of the institution.	7	27	12	43

institutions, had ever considered changing the culture or mindset of their institution as a result of a new strategic direction coming out of the planning process, and if so, to indicate what change was attempted. Results were shown in Table 34. Only one (4%) Category 2 respondent and seven (25%) Category 3 respondents indicated considered changes in culture as a result of strategic planning. Some of the considered changes considered included: create a market/customer orientation, change from a small college mindset to a broad-based philosophy of education, view the college as a change agent for church renewal, expand institutional definitions of ministry, and establish a Christian college (liberal arts) mindset vs. traditional, narrower Bible college mindset (more market oriented). These cultural changes seemed appropriate and legitimate. However, the small number of institutions indicating this element of strategic planning was noted.

Systems Design

Every organization needs to evaluate and upgrade the systems that are needed to carry out the strategies that will achieve the institutional goals. One principal system considered essential was a marketing information system. Respondents were given a list of market-related groups or factors and were asked to indicate which ones were researched regularly with prepared written reports to provide an information base for institutional decision-making. Respondents were also asked to specify how often these groups or factors were researched to provide clarification of the

Table 33

Representative Content Summary of Specific
Personnel Modifications

Position	Action	Outcome
<u>Category 2 Responses</u>		
Church relations director	Replace	Increase institutional exposure
Registrar	Delete position	More efficient distribution of duties
Financial aid officer	Changed to director of admissions	Greater coordination of recruitment effort
Director of development and foundations	Replace	
Director of communications	Replace	Improve internal and external communications

Table 33 (Cont.)

Position	Action	Outcome
Computer systems manager	Replace	Expand abilities to utilize high technology
Executive assistant to the president	Retrain in "Boardsmanship"	Strengthen the president's office and improve board relations
<u>Category 3 Responses</u>		
Academic dean	Replace	Stronger academic management
Director of development	Replace with financial consultant	Increase development potential through training

Table 33 (Cont.)

Position	Action	Outcome
Church relations director	Replace	Increase institutional exposure
Academic dean	Replace	Stronger academic management
Director of admissions	Replace	More aggressive student recruitment
Vice-president of development	Change to "North West Renewal" director	Increased emphasis on quality management
Vice-president of academic affairs	Replace	Focus on personnel issues and problems
Business manager	Change to alumni director	Provide stronger leadership
Development officer	Retraining	Stronger management

Table 34

Number of Institutional Culture Changes
Resulting from Strategic Planning

Statement	Category 2 Responses		Category 3 Responses	
	f	%	f	%
Changes in culture of the institution were considered as a result of a new strategic direction which was the result of the planning process.	1	4	7	25

"regularity" of these reports. A response summary of the marketing information inquiry was displayed in Table 35.

Data in Table 35 revealed obvious deficiencies in the marketing information systems of institutions in both Category 2 and Category 3. The only market related group researched on a regular basis by a majority of institutions in either category was students. The time frames between the regularly prepared reports ranged from semi-annually to every five years with most institutions conducting annual studies.

Plans are only useful if they are implemented and monitored. The purpose of a marketing control system is to measure the ongoing results of a plan against the plan's goals and to take corrective action if needed. Respondents were provided a series of statements characterizing the implementation and monitoring of institutional plans and were asked to identify each statement applicable to their institutional situation. Results were shown in Table 36.

Data shown in Table 36 revealed that eighteen (69%) Category 2 institutions and nineteen (68%) Category 3 institutions claimed formal review and evaluation of institutional plans. However, a greater majority of institutions from both categories, eighty-one and eighty-two percent respectively, indicated that they did not have a written procedure for plan implementation and evaluation that included a review schedule, the information needed and the people responsible. It was considered as possible that some institutions possessed some written evaluation procedures but

Table 35

Marketing Information System Reports Prepared
on Market-Related Groups and Factors

Market-Related Group or Factor Researched Regularly	Category 2 Responses		Category 3 Responses	
	f	%	f	%
Students	14	54	20	71
Alumni	10	38	13	46
Competitors	5	19	7	25
Denominational or religious officials	4	15	6	21
Demography	3	12	8	29
Economy	2	8	6	21
Technology	1	4	4	14
Culture (religious)	0		4	14

that they did not contain the specific parts asked for. Only three (12%) Category 2 and six (21%) Category 3 institutions reported having no written evaluation procedure. It was noted that only nine (35%) Category 2 respondents and fourteen (50%) Category 3 respondents felt that the review process effectively provided for corrective action in the plan in light of new circumstances.

One of the purposes of this study was to determine the level of awareness among key institutional leaders within the AABC regarding strategic planning. Respondents (institutional presidents) were asked to specify how long they had been aware of strategic planning and its possible benefits to institutions of higher education. A summary of responses was shown in Table 37. The seven institutions from Category 1 which had no strategic planning practices were included in this and all remaining inquiries.

As might have been expected, a majority (54%) of Category 3 institutional presidents had been aware of strategic planning for five or more years. Only nine (35%) presidents from Category 2 institutions reported the same. However, four (57%) presidents from institutions in Category 1 indicated five or more years of strategic planning awareness. A substantial majority from all institutional categories combined had some level of exposure to strategic planning for three or more years.

Respondents were asked to rate their personal working knowledge of the strategic planning process and its unique

Table 36
 Characteristics of the Implementation and Monitoring
 of Strategic Plans

Statement/Characteristic	Category 2 Responses		Category 3 Responses	
	Checked f	Not Checked %	Checked f	Not Checked %
The plan is formally reviewed and progress towards institutional goals are evaluated regularly.	18	69	8	31
Once a plan is implemented, there is little or no continued measurement of programs toward specific goals.	2	8	24	92
There is a written procedure for the implementation and evaluation of the plan that includes a review schedule, the information needed to measure the results of the plan, and the person responsible to monitor the plan.	5	19	21	81

Table 36 (Cont.)

Statement/Characteristic	Category 2 Responses		Category 3 Responses					
	Checked	Not Checked	Checked	Not Checked				
	f	%	f	%	f	%	f	%
There is no written implementation or evaluation procedure.	3	12	23	88	6	21	22	79
The review process effectively provides for corrective action in the goals, plan, or implementation in light of new circumstances.	9	35	17	65	14	50	14	50
Once implemented, the plan does not systematically include much opportunity for corrective action in light of new circumstances but takes an "as needed" approach.	5	19	21	81	4	14	24	86

Table 37

Length of Awareness of Strategic Planning
of Institutional Presidents

Length of Time	Category 1 Responses		Category 2 Responses		Category 3 Responses	
	f	%	f	%	f	%
Within the last year	2	29	3	12	3	11
1 - 2 years	1	14	5	19	2	7
3 - 4 years	0		9	35	8	29
5 years or more	4	57	9	35	15	54

differences with traditional long-range planning. In addition, they were asked to rate the working knowledge of other institutional officers or groups. Results were shown in Table 38.

Presidents were viewed as the most crucial group due to the high level of presidential leadership needed in successful strategic planning. However, there were no presidents in Category 1 who rated their own working knowledge higher than "familiar with major terms and concepts." Only eight (31%) Category 2 respondents rated themselves as very informed or better. It was interesting to note as well that of respondents from institutions which claimed current strategic planning involvement (Category 3), only fourteen (50%) rated themselves as very informed or highly informed.

For the purpose of examining the data in Table 38, it was judged that a working knowledge must be above average (i.e., very informed or high working knowledge) to effectively participate in and/or provide quality leadership for the strategic planning process. Those officers or groups which had a majority rated with an above average working knowledge were listed below by categories with percentages shown.

<u>Category 1</u>	<u>Category 2</u>	<u>Category 3</u>
None	Chief Academic Officer (50%)	President (50%)
	Chief Business Officer (54%)	Chief Academic Officer (61%)
	Chief Development Officer (50%)	Chief Business Officer (57%)
		Chief Development Officer (50%)

Table 38

Working Knowledge of Institutional Leaders Regarding the Strategic
Planning Process Rated by Institutional Presidents

Officer or Group	High Working Knowledge		Very Informed		Informed		Familiar with Major Terms and Concepts		Unfamiliar with Strategic Planning	
	f	%	f	%	f	%	f	%	f	%
<u>Category 1</u>										
(N=7)										
President	0		0		0		5	71	2	29
Trustees	1	14	0		0		4	57	2	29
Chief academic officer	0		0		0		2	29	5	71
Chief business officer	0		1	14	0		2	29	4	57
Chief development officer (if other than the president)	0		0		2	29	1	14	1	14
Planning committee (if applicable)	0		0		0		1	14	1	14
Department chairs	0		0		0		2	29	5	71
Faculty	0		0		0		3	43	4	57

Table 38 (Cont.)

Officer or Group	High Working Knowledge		Very Informed		Informed		Familiar with Major Terms and Concepts		Unfamiliar with Strategic Planning	
	f	%	f	%	f	%	f	%	f	%
<u>Category 2</u> (N=26)										
President	2	8	6	23	8	31	8	31	2	8
Trustees	1	4	1	4	9	35	11	42	4	15
Chief academic officer	6	23	7	27	7	27	4	15	2	8
Chief business officer	2	8	12	46	4	15	6	23	2	8
Chief development officer (if other than the president)	2	8	11	42	3	12	5	19	1	4
Planning committee (if applicable)	2	8	9	35	3	12	2	8	1	4
Department chairpersons	0		5	19	5	19	11	42	4	15
Faculty	0		6	23	3	12	12	46	5	19

Table 38 (Cont.)

Officer or Group	High Working Knowledge		Very Informed		Informed		Familiar with Major Terms and Concepts		Unfamiliar with Strategic Planning	
	f	%	f	%	f	%	f	%	f	%
<u>Category 3</u>										
(N=28)										
President	6	21	8	29	10	36	4	14	0	
Trustees	1	4	7	25	9	32	8	29	3	11
Chief academic officer	8	29	9	32	5	18	4	14	2	7
Chief business officer	9	32	7	25	5	18	6	21	1	4
Chief development officer (if other than the president)	6	21	8	29	5	18	4	14	1	4
Planning committee (if applicable)	7	25	4	14	2	7	1	4	0	
Department chairpersons	1	4	6	21	11	39	4	14	5	18
Faculty	1	4	6	21	9	32	7	25	5	18

Finally, respondents were asked to indicate at what levels within their institution strategic planning had been formally discussed at length. Results were displayed in Table 39.

Data from Table 39 showed that formal discussion of strategic planning occurred most among administrative boards in all institutional categories. Less than half (46%) of Category 2 institutions indicated that formal discussion of strategic planning had taken place at either the governing board or the faculty senate level, thus effectively limiting broad institutional awareness of the process. Category 3 institutions showed a substantial majority which discussed strategic planning at the governing board (79%), administrative board (61%), and the faculty senate (61%) levels.

Summary

The data presented was the result of sixty-one presidential responses to the ISPAQ which represented over two-thirds (68%) of all the Bible colleges accredited by the AABC. The data was organized according to the structural design of the research instrument on the basis of individual institutional responses.

In summary, seven (11%) institutions indicated no current strategic planning practices, twenty-six (43%) institutions claimed strategic planning occurs as part of other long-range

Table 39

Institutional Levels of Formal Discussion of
Strategic Planning

Institutional Level	Category 1 Responses (N=7)		Category 2 Responses (N=26)		Category 3 Responses (N=28)	
	f	%	f	%	f	%
Governing board	1	14	12	46	22	79
Administrative board	5	71	21	81	27	96
Department chairpersons	0		9	35	13	46
Faculty senate	1	14	12	46	17	61

planning practices, and twenty-eight (46%) institutions claimed to be involved in formalized strategic planning. These three categories were the basis for the presentation as well as for the analysis and interpretation of the data in Chapter 5. Substantial differences between institutional categories were observed as well as incongruities within single categories claiming strategic planning practices but found to be deficient in key areas of strategic planning development. Deficiencies were noted in all six phases of the strategic planning process which were: environmental analysis, resource analysis, goal formulation, strategy formulation, organization design, and systems design. Specific findings resulting from the interpretation of the data are discussed in Chapter 5 for all institutional categories.

Chapter 5

INTERPRETATION, CONCLUSIONS, AND RECOMMENDATIONS

Interpretation of Results

Bible colleges today exist in a rapidly changing and complex environment which for some presents the possibility of an uncertain future. It is within this context that strategic planning is critically important to the health, growth and even survival of this important segment of American higher education.

The purpose of this organizational assessment case study was to investigate the strategic planning practices within the American Association of Bible Colleges (AABC). This purpose was accomplished on two tracks. The first track was to describe the current state of strategic planning in respondent institutions. The second track was to compare the strategic planning practices of respondent institutions with those practices recommended and described in the literature on strategic planning. In this case study, the strategic planning process model developed by Kotler and Murphy was the foundation for the assessment process.

A research instrument (Institutional Strategic Planning Assessment Questionnaire - ISPAQ) was designed and sent to the

presidents of the ninety Bible colleges accredited by the AABC. Sixty-one presidents participated in the study by completing and returning the ISPAQ, resulting in a response rate of sixty-eight percent. The content of the ISPAQ was based on accepted strategic planning practices provided in the review of related literature and specifically on the Kotler/Murphy model.

The investigation was given direction through the development of three research questions. These were:

1. What is the present level of awareness among institutional leaders within the American Association of Bible Colleges to strategic planning practices in higher education?

2. What is the present status of formalized strategic planning among institutions accredited by the American Association of Bible Colleges?

3. To what extent are the central elements of strategic planning being practiced through other formalized institutional long-range planning processes or structures?

The results of the study shown in Chapter 4 were interpreted in light of the research questions.

Research Question One

The level of awareness among institutional leaders of strategic planning was measured on three scales: the length of time that presidents had been aware of strategic planning, the working knowledge of the strategic planning process of key leaders (rated by the presidents), and the

institutional levels at which strategic planning had been formally discussed.

Twenty-eight (46%) institutional presidents indicated their awareness of strategic planning was five years or more. Sixteen (26%) presidents indicated that they had known about strategic planning two years or less, the remaining twenty-eight percent fell in the three to four year range.

Although strategic planning has been around in various forms for over two decades, it was not popularized in the literature of higher education until the early 1980s. Still, thirty-three (54%) presidents had been unaware of strategic planning until as late as four years ago. Awareness was viewed as the first step towards the development of a personal working knowledge. Although respondents could not be judged as being on the "cutting edge" of strategic planning awareness with respect to time, they were judged to be within, for the most part, acceptable time frames, and certainly not too late to engage in successful strategic planning. In some respects, late comers will be able to benefit from the actual strategic planning experiences of other institutions which are just now becoming available in the literature.

The working knowledge of the strategic planning process among institutional presidents was considered of vital importance to the quality of current strategic planning and hopes of future planning efforts. Overall, only twenty-two presidents (36%) rated their working knowledge as very informed or possessing a high working knowledge which is a

prerequisite for strong planning leadership. Eighteen (30%) more respondents considered themselves informed which would be considered marginal at best.

Of the other institutional groups or officers rated by the respondents from the total research population, only the chief business officer was rated as possessing a very informed or high working knowledge of strategic planning by a majority (51%). The working knowledge of the strategic planning process was considered a major point of weakness for all institutional officers or groups researched on the basis of these findings.

With regard to the institutional levels at which strategic planning had been formally discussed at length, it was determined that the most discussion occurred at the administrative board level and next most often at the governing board level. These were the only two institutional levels that a majority of respondents indicated formal discussions.

In summary it would appear that awareness of strategic planning among key institutional leaders within the AABC tends to be mostly confined to the administrative and trustee levels in terms of discussion. Awareness was also found to be relatively young in relation to the literature which might offer some explanation as to why awareness has not yet reached other institutional levels through formal discussion. Finally, it was noted that even among presidents, the rated levels of strategic planning working knowledge were considered

deficient in terms of providing strong leadership in strategic planning.

Research Question Two

The present status of formalized strategic planning was seen in the data from respondents in Category 3. Nineteen (31%) institutions indicated current involvement in the strategic planning process while nine (15%) indicated that a strategic plan had already been developed and was being implemented. This brought the total number of institutions for Category 3 to twenty-eight (46%).

Seven (25%) institutions indicated that their version of strategic planning was conducted on an informal basis apart from any comprehensive planning documents or structures. This, in effect, could have reduced the number of institutions involved in strategic planning to twenty-one or thirty-four percent of the research population although they were left in Category 3. Strategic planning, as defined in the literature, cannot be conducted on an informal basis due to its comprehensive nature. A substantial majority of all institutions in Category 3 conducted their strategic planning apart from any written philosophy or procedure that provided institutional direction. This finding cast doubts on whether the specific steps of the process were clearly defined enough to provide true strategic outcomes.

With regards to the organization of the planning process, fifteen (54%) respondents indicated the presence of a planning committee. Membership of these committees were dominated by

administrators although eleven (73%) had faculty representation. Presidents and other administrators were also found to have the highest levels of involvement in the strategic planning process.

Strategic planning should be initiated at the highest administrative levels. But, the participatory involvement from the bottom up is just as crucial to the development of specific goals, objectives and strategies for the institution. The findings indicated that most schools needed to extend the planning process to encompass and involve more groups.

The content and methodology of current strategic planning practices were researched through questions relating to the six steps in the strategic planning process identified by Kotler and Murphy (1981).

Environmental Analysis. The first step in strategic planning was to carefully analyze the environment because the environment keeps changing and calls for new organizational strategies. The aim of an environmental analysis is to produce a documented picture of the most significant environmental developments around which the institution must formulate its future goals, strategies, structures and systems. The idea is to identify major trends that should be converted into an opportunities--threats audit.

The findings revealed that all environments are not researched by a substantial majority of institutions. Environmental research appeared to be selective and sporadic instead of comprehensive and consistent. Fifteen (54%)

institutions reported that major trends were classified as either threats or opportunities. This obvious lack of information stemming from inadequate environmental research was considered to have undoubtedly effected the relevant outcomes of the planning process in a negative way.

Resource Analysis. Following the environmental analysis, an institution should understand and evaluate its resource position. The purpose is to identify the major strengths and weaknesses of the organization in order to pursue goals and opportunities that are congruent with its strengths and avoid areas where its resources would be too weak.

The resource analysis at most institutions appeared to be adequate in terms of the areas which were identified as receiving resource audits. Eleven out of fifteen resource areas covering people, money and facilities were researched by a majority of institutions. Eighteen (65%) respondents also indicated the consideration of intangible resources. In addition, most institutions receive formal input into the perceived institutional strengths and weaknesses from a variety of groups. The inclusion of input from key publics into the resource audit should have provided a more accurate institutional image on which to base future plans.

Goal Formulation. The environment and resource analyses are designed to provide the necessary background and stimulus for administrative thinking about basic institutional objectives and goals. The purpose of developing a clear set of institutional goals is to prevent the organization from

drifting with uncertainty into the future. Without goals there can be no measurement of progress or achievement, therefore making any level of performance acceptable. In carrying out the process of goal formulation, three related concepts were identified: the mission of the institution, the long and short-run objectives, and the specific current goals.

All institutions reported having a written institutional mission statement which identified the primary educational function of the college. Twenty-three (82%) indicated that the mission statement had been reviewed and evaluated within the last two years, but only nineteen (68%) said there was a regularly scheduled review process.

Two content areas among mission statements were identified by the data as being weak. First, only twelve institutions (43%) reported that their mission statement specified a priority ranking of programs and services to be offered. This would seem to indicate that most institutions are still not translating mission or purpose into identifiable product/market emphases. Secondly, only thirteen (46%) institutions claimed to have developed departmental mission statements that correspond with and contribute to the accomplishment of the institutional mission statement. This was interpreted to mean that a majority of institutions failed to view themselves institutionally as a coalition of groups, each seeking and giving different things to the organization, yet all contributing towards movement with purpose in one direction. Without departmental mission statements, each

person's contribution is further removed from the guiding institutional purpose.

Objectives and goals for specific time periods must be developed separate but consistent with the mission statement. For every institution, there is always a potential set of relevant objectives, and the task is to make choices among them. Seventeen (61%) institutions reported that a written set of institutional objectives and goals had been developed which were restated in operational and measurable form. This left eleven (39%) institutions with no ability to monitor or evaluate progress towards mission attainment.

The definition of current goals requires broad participation by different groups. Perception or image of current goals will differ from person to person and group to group. Results indicated that presidents and administrators had much higher rates of involvement in the development of goals and objectives. Faculty did play a major secondary role but judging by participation levels, most goals were probably administrative/management oriented.

Institutional goals and objectives reflect specific value choices with respect to mission as well as with respect to primary market groups. "Value choices" was identified by the literature as an often neglected area of institutional research and yet one which is essential in maintaining a strategic fit with the environment. Institutional programs that do not mesh with the distinctive values of targeted constituency groups are strategically mismatched with the

environment. In one telephone interview a Bible college president stated,

The adjusting market has brought students with new backgrounds and values. The "baby-boomers" have no inbuilt loyalties and place a premium on individuality, intelligence and quality; they are the first truly electronic generation. As a result of our market analysis we have narrowed our mission but broadened our program and curriculum offerings (Argue, 1989).

Although fourteen (50%) respondents indicated that formal value choices assessment was conducted regarding institutional objectives and goals, only nine (32%) listed any targeted constituency group and/or assessment technique. Institutions which did not list specific target groups were not credited with a viable value choices assessment program. This area appeared to be deficient in a majority of institutions.

Strategy Formulation. After an institution formulates its mission and goals, it must determine strategies that will help it achieve its goals. In developing feasible strategies, an institution should undertake two tasks. First, an academic programs strategy should be developed which basically involves deciding what to do with current major products (programs). Second, a program/market opportunity strategy should be developed which would determine what new products and markets to add.

Twenty (71%) institutions reported an evaluation of each major academic program. Of these twenty a majority gave consideration to each program dimension listed which were: centrality to the institutional mission, quality level of the program and market potential with targeted clientele. The

area least considered was market potential which was considered by fifteen (54%) institutions. All but one of the twenty institutions also reported making specific strategic decisions regarding each program as to whether to build, hold, reduce or terminate. Overall, this area of academic program strategy development seemed strong and well developed.

A major challenge facing Bible colleges revolves around how they will maintain enrollment, if not grow, in the future. Bible colleges not only compete with each other for students but with all other public and private colleges and universities as well. A true strategic planning process addresses this issue. Opportunities are defined and identified using products (programs) and markets as the variables.

The development of specific product/market related strategies was an area of weakness for most institutions. Although a number of innovative and progressive strategies were observed, most institutions seemed to be relying on existing programs to attract students from existing markets. Most institutions were not attempting to break into new student markets through the development of new programs. Also noted was the apparent lack of strategy development coming out of the strategic planning processes of Category 3 institutions.

The strength of the academic program strategy development was offset by the weakness of the product/market opportunity development. One of the primary advantages of strategic

planning (the development of new products and markets) over traditional long-range planning was basically overlooked by respondent institutions.

Organizational Design. The purpose of strategy formulation is to develop strategies that can actually be carried out by the institution to achieve its goals. The presumption is that the organization is capable of carrying out the strategies. But each institution must have the structure, personnel and culture that are positioned for the successful implementation of each strategy.

Eighteen (64%) institutions conducted an evaluation of organizational structure as part of the strategic planning process, nine of which listed any changes. Twelve (43%) institutions gave consideration to the retraining, replacement or changing of key personnel in order to better achieve institutional goals. Only seven (25%) respondent presidents indicated any attempted changes in institutional culture as a result of a new strategic direction.

The organizational design component tended to be one sided with most emphasis placed on consideration of structure. The people and institutional orientation (culture) sides were for the most part neglected. This constituted a weakness in the process. It is possible that this component was weak because of the absence of any major new strategies and therefore no changes were considered necessary or appropriate.

Systems Design. The last major step in strategic planning is to design or upgrade the systems that the

organization needs to develop and carry out the strategies that will achieve institutional goals within the designated and chosen environment. The job of effectively running an institution calls for a great amount of information about many market-related groups.

Results of the marketing information system portion of the ISPAQ revealed that only one group was researched formally on a regular basis by a majority (71%) of institutions. Groups that were for the most part neglected were alumni, competitors, denominational or religious officials, demography, economy, technology and culture.

For information to be useful it must be timely, accurate and comprehensive. The findings indicated that the marketing information systems at Bible colleges involved in strategic planning were mostly inadequate in providing a strong market-related base of information for institutional decision-making.

Discipline in planning is essential if an institution is to achieve optimal results in the market place. The marketing control system's role is to measure ongoing results of a plan against the plan's goals and to initiate any needed corrective action. Nineteen (68%) institutions indicated that strategic plans were formally reviewed and progress towards institutional goals were measured. (Earlier, only seventeen institutions reported having written objectives or goals in operational and measurable form.) However, only fourteen (50%) rated their review process as effective in providing for corrective action in the face of new circumstances. One

specific weakness in the marketing control systems was the general absence of written implementation and evaluation procedures that specify a review schedule, information needed for measurement of the results and the people responsible for monitoring the plan. (Only five (18%) reported having this type of written procedure.) If strategic planning is going to have any impact on Bible colleges, control systems must be developed and instituted.

Marketing information and control systems were both found to be deficient. Neither one seemed adequate to provide the quantity or the quality of information with the disciplined regularity required to maintain an ongoing strategic planning process or culture.

Research Question Three

The extent to which the central elements of strategic planning are being practiced through other formalized institutional long-range planning structures or processes was seen in the data from respondents in Category 2. Institutions in this category were viewed quite differently from institutions claiming a formalized strategic planning process. These institutions were stating, in effect, that their existing institutional planning process provided for and resulted in strategic planning as a part of the overall process.

Twenty-six (43%) out of the sixty-one respondent institutions constituted the Category 2 population. Of these twenty-six, twelve (46%) indicated that strategic planning was

not a formalized component of the institutional planning process but rather it took place on an informal basis. Thirteen institutions (50%) claimed strategic planning was a major component of existing long-range planning efforts yet only two (8%) had a written institutional long-range planning procedure that included a description of the strategic planning component within the overall planning process. It was evident that these institutions as a group were not philosophically or procedurally prepared for strategic planning as defined by the literature, even as a part of the planning process.

It was noted that fifteen (58%) of the institutions estimated that their strategic planning efforts comprised ten percent or less of the overall institutional planning process in terms of time and budget. The mean institutional percentage of planning efforts devoted solely to strategic planning was seventeen. This data served to differentiate between Category 2 and Category 3 institutions in that the strategic planning activities of Category 2 institutions were of necessity severely limited by the amount of planning resources attributed to it. All resulting data from Category 2 institutions were understood and interpreted in this light.

Regarding organization of institutional planning, nineteen (73%) reported the existence of an institutional planning committee. The membership of these committees were dominated by administration. Only nine reported faculty representation. These results were interpreted to mean that

the planning structures at Category 2 institutions tended to be "top heavy" in terms of membership and involvement. Only twelve (47%) institutions reported major involvement in the planning process by department chairpersons or other faculty.

The content and methodology of the strategic planning component at Category 2 institutions were researched using the same six strategic planning steps used to evaluate Category 3 institutions which were identified by Kotler and Murphy (1981). The intent was to find planning practices which were equivalent, even if terminology differed to some degree. Again, the results were colored by the small percentage of planning resources allocated specifically to strategic planning.

Environmental Analysis. The findings showed that very little research is conducted concerning market-related environments and as a result trends are not identified which means that threats and opportunities cannot be marked for institutional action. Only eight institutions (31%) reported conducting formal environmental studies. Without documentation of current trends the strategic nature of any planning outcomes were seen as being substantially decreased.

Resource Analysis. The resource analysis phase was judged to be marginal. Only eight out of fifteen resource areas covering people, money and facilities were researched by a majority of institutions. In addition, fourteen (54%) reported consideration was given to intangible resources. As part of the resource analysis a majority of institutions

received formal input into the perceived strengths and weaknesses of the institution from the following groups: trustees, administrators, faculty and staff.

All institutions conducted some analysis but overall the research was limited and lacked comprehensive insight. It follows that, most institutions proceeded into the planning process leaning on perceptions of strengths and weaknesses rather than on clearly identified and articulated major institutional strengths and weaknesses.

Goal Formulation. All Category 2 institutions reported having a written institutional mission statement which specifically identifies the primary educational function of the institution. Nineteen (73%) indicated that the mission statement had been reviewed and evaluated within the last two years and seventeen (65%) said that there was a regularly scheduled review process.

A majority of institutions appeared to have strong mission statements. One area of weakness was noted in that only five (19%) statements specified a priority ranking of programs and services to be offered. This was interpreted as being indicative of a non-market related posture in which all programs are treated equally.

Sixteen respondents reported that institutional mission statements had been translated into a written set of operational and measurable objectives and goals. It was evident that presidents and other administrators tended to dominate the setting of objectives and goals which generally

tends to limit the human support-base provided by faculty and other constituent groups.

Ten (38%) institutions claimed involvement in value choices assessment but only the seven (27%) which specifically identified targeted constituent groups were credited with such an effort. Results indicated that value choices assessment was nearly non-existent which was considered typical in institutional settings which do not have broad participatory involvement from many different groups in the goal formulation process.

Strategy Formulation. Seventeen (65%) institutions reported that an evaluation of each major academic program was conducted. Of this seventeen, sixteen (62%) evaluated programs in light of their centrality to the institutional mission. However only thirteen (50%) considered the quality level of programs and only seven (27%) gave any consideration to program market potential with targeted clientele. The data was interpreted to mean that most academic programs in Category 2 institutions were not evaluated from a strategic market posture but rather from an educational philosophical point of view centered in institutional mission. A strategic evaluation would include mission but would be balanced by market-related needs and potential.

The development of specific product/market related strategies was also deficient, measured by strategic planning standards. However it was noted that Category 2 institutions did generate more specific strategies than did institutions

claiming formalized strategic planning practices. This was observed with the understanding that the quality and integrity of the product/market strategies were not evaluated as part of this study.

Many of the new programs being developed by institutions appeared to be progressive and strategic in nature, for example, those strategies dealing with urban ministries and church planting. Other strategies seemed to be "catch-up" oriented in that programs slated for development are in areas that have been at the forefront of evangelical Christian ministries for the past decade or so. Strategies dealing with counseling, youth ministries and communications programs, for example, do not provide an edge on the market but rather bring program offerings on par with other institutions. On the positive side, it did appear as if some institutions were attempting to break into new student markets although the group as a whole continued to place emphasis on current programs and existing markets.

Organizational Design. Fourteen (54%) respondents reported that an evaluation of the organizational structure at their institution was conducted in light of institutional strategies and goals. All but one of these institutions listed some specific change that had occurred as a result. This was interpreted as a strong point in the organization design component.

Weaknesses were found in the personnel and culture elements of the process. Only seven (27%) institutions gave

consideration to the retraining, replacement or changing of key personnel in order to better achieve the goals of the institution. Also only one (4%) institutional president reported an attempted change in institutional culture as a result of the planning process.

The results showed that organizational evaluations within Bible colleges (Category 2) tend to have a heavy emphasis on structure but neglect the personnel management/development and institutional culture issues that are essential to adopting a new strategic posture in the marketplace and the attainment of goals.

Systems Design. Results showed that systems for obtaining marketing information were basically non-existent. Only one market-related group (students) was researched by a majority (54%) of institutions on a regular basis. Neglected market groups were alumni, competitors, denominational or religious officials, demography, economy, technology and culture. Clearly, an information base for strategic institutional market decisions was unavailable on a consistent basis.

With respect to marketing control, eighteen (69%) respondents indicated the plan is formally reviewed and progress towards institutional goals are evaluated regularly. (Only sixteen (62%) institutions earlier reported having written goals and objectives in operational and measurable form.) However, the number of respondents who judged that the institutional review process effectively provides for

corrective action in the goals, plan or implementation in light of new circumstances was limited to nine (35%).

The marketing information and control systems at Category 2 institutions did not provide the type or breadth of information needed for strategic planning. Information appeared to be gathered sporadically or "as needed" rather than through systems that provide regular, relevant and accurate information about the environment.

Conclusions

The following conclusions were reached as a result of the interpretation of the data generated by sixty-one presidential responses to the Institutional Strategic Planning Assessment Questionnaire. These conclusions were an attempt to synthesize the information gained from all institutional categories. As was the purpose of this case study, results were generalized towards the Bible colleges accredited by the American Association of Bible Colleges in order to present an overview of strategic planning practices. The quality of individual institutional practices or plans were not addressed as part of the research.

1. Strategic planning as defined by the literature, was found not to be practiced to any significant degree in forty institutions. This represented sixty-six percent of respondent institutions. Those institutions which made up this group were all those from Category 1, Category 2 and included seven institutions from Category 3 that reported

strategic planning was done on an informal basis. Category 2 institutions were included in this group on the basis of the limited planning resources allocated to strategic planning and also because of the substantial deficiencies and weaknesses relating to specific strategic planning activities.

2. Strategic planning, as defined by the literature, is generally not practiced as a component of existing institutional long-range planning structures. Although strategies can be and were developed through these structures, most institutions remained unsensitized to environments, trends, product market opportunities and did not possess the information and control systems necessary to maintain a strategic posture, if indeed a plan was implemented.

3. Strategic planning, as defined by the literature, has had a beginning in the AABC to varying degrees in a number of institutions. Although levels of sophistication varied between institutions, there appeared to be definite attempts in some cases to become more market-oriented. Even among these institutions significant areas of weakness were identified in specific strategic planning practices. It appeared that market-awareness and the information and control systems needed for sophisticated strategic planning do not yet exist on a large scale but are beginning to be developed by some institutions.

4. Continued and increased development of strategic planning practices within Bible colleges accredited by the AABC is needed if short-term impact and long-term benefit is

to be derived from strategic planning for the Bible college movement.

5. AABC institutions are generally unprepared to deal with or to respond to the threats and opportunities that arise from major trends within the changing environments.

6. AABC institutions do conduct resource analyses although many lack the comprehensiveness to clearly identify strengths and weaknesses.

7. AABC institutions have reached a level of goal formulation which includes a strong emphasis on the institutional mission statement. These institutions need to move to the next level which includes priority rankings of programs and services, objectives and goals written in operational and measurable form, the inclusion of more people in the formulation of specific goals, and consideration for the impact of institutional value choices on various constituency groups.

8. AABC institutions conduct evaluations of current major programs but tend to neglect market potential and fail to identify specific market groups. The development of product/market strategies was generally confined to existing programs and existing markets.

9. AABC institutions emphasize structure over key personnel and institutional culture when considering organizational design as it relates to the attainment of goals. Strategic planning assigns equal status to each element.

10. AABC institutions generally lacked the planning culture, discipline and systems necessary to maintain a dynamic strategic planning process. A major commitment to the importance and necessity of consistent, accurate and comprehensive market-related research is needed on a wide scale as a prerequisite to new and continued attempts at strategic planning.

Recommendations for the Improvement of
Practice, Including Strategies for
Diffusion, Implementation, and
Improvement

The essential principle underlying strategic planning is to develop and maintain a good fit between an institution and its environment. It was defined as an institution-wide process that examines the future and results in statements of intention that synergistically match strengths with opportunities (Cope, 1981:2).

This case study determined that the introduction of strategic planning to Bible colleges is relatively recent and that some inherent problems exist in the implementation process. Chan (1986:5) identified six key implementation issues for successful strategic planning. These were (1) maintaining an organizational balance between a centralized and decentralized decision-making process, (2) ensuring compatibility between the strategic planning process and the institutional culture, (3) emphasizing an action orientation derived from specific institutional objectives and goals, (4) involving academic and administrative line managers in

development of plans, (5) making incremental improvements as opposed to strategic leaps to protect institutional resources, and (6) integrating planning and budgeting.

Each of these issues was considered relevant to the current situation within the American Association of Bible Colleges. It is hoped that this case study will provide an impetus for increased levels of strategic planning within the AABC. The following recommendations for the improvement of strategic planning practices were made:

1. It is recommended that the AABC promote strategic planning as a tool for ensuring the future of the Bible college movement in American higher education.

2. It is recommended that the AABC develop and provide seminars, workshops and open forums on a regular basis to assist institutions in the development of sound strategic planning practices. This would be accomplished through instructional and educational settings but also through the open sharing of experiences (successes and failures) among institutional leaders who have been involved in strategic planning.

3. It is recommended that the AABC promote the values and benefits of strategic planning through various publications and newsletters as a way of increasing interest and encouraging development of strong planning systems.

4. It is recommended that the AABC move towards the inclusion of strategic planning as an element to be considered in the accreditation process. Several institutions reported

that regional accrediting associations were already requiring some degree of strategic planning as a prerequisite for accredited status.

5. It is recommended that the AABC take an active role in the development of a product/market related approach to institutional planning based on sound environmental research. The culture within the macro-environment of the AABC was generally not considered as suited to strategic planning. The challenge of developing a marketing orientation among institutional leaders should be the first priority.

Research is a related function of the American Association of Bible Colleges. The diffusion of the implications for the improvement of practice began with the implementation of the Institutional Strategic Planning Assessment Questionnaire (ISPAQ). The ISPAQ was designed with a two-fold purpose: first, to gather the information needed for this case study and second, to be an instructional tool as it was being completed by respondents. One president sent in his completed ISPAQ and requested another copy, to be studied with other members of his administrative team. The ISPAQ clearly identified and defined the specific elements to successful strategic planning. Presidents of every Bible college accredited by the AABC received at least one copy.

The second strategy for the diffusion process will be the development of a concise summary of the significant findings of the case study including recommended improvements in the practice of strategic planning. These results summaries will

be sent to all institutional presidents who participated in the research. This group makes up over two-thirds of all AABC institutional presidents.

The third diffusion strategy will be accomplished through the AABC Commission on Research. One functional aspect of the Commission is the collection and notification of availability of the various research projects undertaken which are relevant and concerned with the Bible college movement. As a study endorsed by the Commission on Research, the results of this major applied research project will be added to the listing of dissertations compiled by the Commission that promotes professionalism and improvement of educational practices in Bible colleges. A copy of this project will be placed on file at the AABC offices in Fayetteville, Arkansas.

Fourthly, a series of articles based on the findings of this case study and the literature will be prepared and submitted to AABC officials to be published and circulated through normal AABC materials.

Finally, it is hoped that this case study will be used to promote sound strategic planning practices in Bible colleges through the development of strategic planning workshops and seminars which could be implemented at annual AABC meetings or even more effectively on location at various individual campuses where broader institutional involvement could occur and individual institutional situations could be addressed.

With the accomplishment of the preceding strategies for the diffusion of the research, this organizational assessment case study was seen to have considerable potential for the improvement of educational practices in Bible colleges in the following ways:

1. This study provided a comprehensive review of strategic planning literature and an accurate base of institutional research within the AABC to assist association officials in determining the need for further education and training of institutional leaders in strategic planning. This study also provided a model for the design and content of programs related to strategic planning.

2. This study encouraged improvement in the planning practices of individual Bible colleges by providing a set of criteria for institutional self-assessment in the area of strategic planning. The criteria could also be used by the AABC in periodic evaluations of institutional self-studies conducted in conjunction with the accreditation process.

3. This study facilitated the improvement of institutional adaptation and relevance by promoting a product/market (strategic) planning orientation and culture within the AABC. If adapted within the Bible college movement, this approach would result in the development of new academic programs for new student markets which would increase the positive impact of related ministries on society.

4. This study included a thoroughly researched strategic planning process model that could be adapted and implemented

in a variety of Bible college settings to aid in the development of effective strategic planning practices. Such practices would safeguard the future of Bible colleges as an important part of American higher education and as a major influence in the religious sector.

This major applied research project not only identified strengths and weaknesses in the strategic planning practices within the AABC but it will serve as a blueprint for constructive change and growth within the organization. It is hoped that the research will assist Bible colleges in establishing academically strong and valid strategic planning systems to ensure the educational viability of Bible colleges well into the next century.

BIBLIOGRAPHY

- Allan, R. and E. E. Chaffee. Management Fads in Higher Education. NCHEMS Monograph No. 3. Boulder, CO: National Center for Higher Education Management Systems, 1981.
- Annual Statistical Report for Accredited Institutions. American Association of Bible Colleges, 1988.
- Argue, Donald. Telephone Interview. June 15, 1989.
- Baldrige, J. V. and P. H. Okimi. "Strategic Planning in Higher Education: New Tool--Or New Gimmic?" AAHE Bulletin, 1982, 35(2):6-18.
- Bennis, Warren G., Kenneth D. Benne, and Robert Chin (eds.). The Planning of Change. New York: Holt, Rinehart and Winston, Inc., 1969.
- Benton, Robert W. "A Study of Bible College Institutional Planning: A Bible College Institutional Planning Model." Ph.D. dissertation, University of Nebraska, 1983.
- Best, John W. and James Kahn. Research in Education. 5th Edition. Englewood Cliff, NJ: Prentice-Hall, 1986.
- Chan, Susy S. "Making Strategic Planning Work: Experiences From A Private University." Paper presented at the Association for Institutional Research Association Annual Forum, Orlando, June, 1986.
- Cope, Robert G. Strategic Planning, Management and Decision Making. AAHE-ERIC Higher Education Research Report No. 9, 1981. Washington, DC: American Association for Higher Education, 1981.
- Cyert, Richard M. "Carnegie Mellon University." In Successful Strategic Planning: Case Studies. Douglas W. Steeples (ed). San Francisco: Jossey-Bass, Inc., 1988:9-98.
- Dillman, Don A. Mail and Telephone Surveys: The Total Design Method. New York: John Wiley and Sons, 1978.
- Drucker, Peter F. "New Templates for Today's Organizations." Harvard Business Review. January-February, 1974, 52:45-53.

- Eagen, Larry John. "Institutional Planning Practices in Bible Colleges Accredited by the American Association of Bible Colleges." Ed.D. dissertation, Texas Tech University, 1980.
- Ewing, David W. (Ed.). Long Range Planning for Management. New York: Harper and Row, 1972.
- Goodchild, Lester F. "Presidential Strategic Policy Decisions: A Historical Inquiry on the Apex of Effective Executive Leadership in the Academe." Paper presented at the Annual Meeting of the Association of the Study of Higher Education, San Diego, February, 1987.
- Keller, G. Academic Strategy: The Management Revolution in American Higher Education. Baltimore, MD: John Hopkins University Press, 1983.
- King, William and David Cleland. Strategic Planning and Policy. Van Nostrand-Reinhold, 1978.
- Kotler, Phillip and Patrick Murphy. "Strategic Planning for Higher Education." Journal of Higher Education. September, October, 1981, 52:470-489.
- May, R. B. "One College's Struggle May Aid Other Schools Worried About Slump." The Wall Street Journal January 10, 1979:1.
- Mayhew, Lewis B. Surviving the Eighties: Strategies and Procedures for Solving Fiscal and Enrollment Problems. San Francisco: Jossey-Bass, 1979.
- Morphet, Edgar L. and Charles O. Ryan. Planning and Effecting Needed Changes in Education: Reports Prepared for the Third Area Conference. Denver: Publishers Press, 1967.
- Naisbitt, John. Megatrends: Ten New Directions Transforming Our Lives. New York: Warner Books, Inc., 1982.
- Peterson, Marvin W. "Analyzing Alternative Approaches to Planning." In Improving Academic Management: A Handbook of Planning and Institutional Research. Paul Jedamus and Marvin Peterson (eds.). San Francisco: Jossey-Bass, Inc., 1980:113-163.
- Phillips, Allan G. "A Formalized Approach to Long-Range Planning in Selected Church Related Colleges." Unpublished Ph.D. dissertation, University of Arkansas, 1973-74.
- Shirley, R. C. "Identifying the Levels of Strategy for a College or University." Paper presented at NCHEMS Workshop, 1983.

Shirley, R. C. "Strategic Planning: An Overview." In Successful Strategic Planning: Case Studies. Douglas W. Steeples (ed.). San Francisco: Jossey-Bass, Inc., 1988:5-14.

Steeples, Douglas W. (ed.). Successful Strategic Planning: Case Studies. New Directions for Higher Education Series, Number 64. San Francisco: Jossey-Bass, Inc., 1988.

Steiner, George A. Strategic Planning: What Every Manager Must Know. New York: The Free Press, 1972.

Toll, John S. "Strategic Planning: An Increasing Priority for Colleges and Universities." Change: The Magazine of Higher Learning, XIV:3. May-June, 1982:36-37.

Vaccaro, Louis C. "Planning In Higher Education: Approaches and Problems." College and University, No. 51. Winter, 1976:153-160.

Wattel, Harold L. (ed.). Planning In Higher Education. Hemsted, NY: Hofstra University, 1975.

APPENDIX A
STRATEGIC PLANNING PROCESS MODEL

STRATEGIC PLANNING PROCESS MODEL

(Kotler and Murphy, 1981)

1. Environmental Analysis
 - A. Internal environment
 - B. Market environment
 - C. Public environment
 - D. Macroenvironment

This stage includes a threat and opportunity analysis.

2. Resource Analysis
 - A. Personnel
 - B. Funds
 - C. Facilities
 - D. Systems

This stage includes a strengths and weaknesses analysis.

3. Goal Formulation
 - A. Mission
 - B. Objectives
 - C. Goals
4. Strategy Formulation
 - A. Academic portfolio strategy
 - B. Product/market opportunity strategy

5. Organization Design
 - A. Organization (structure)
 - B. People
 - C. Culture
6. Systems Design
 - A. Information
 - B. Planning
 - C. Control

APPENDIX B
ASSESSMENT TERMS DEFINITIONS

ASSESSMENT TERMS DEFINITIONS

1. **Strategic Planning.** The process of developing and maintaining a strategic fit between an organization and its changing environment (marketing opportunities). This is accomplished through a comprehensive understanding of the needs and trends within the institution's market environment and the development of institutional strategies to take advantage of changing opportunities. At the same time, a viable future for the institution is designed and modified. Strategic planning differs from traditional long-range planning in that it is more proactive than reactive; it tends to be more comprehensive in scope and it is more specific and aggressive in deciding and controlling the future direction of the institution. Strategic planning steps used in this assessment tool are:
 1. Environmental Analysis
 2. Resource Analysis
 3. Goal Formulation
 4. Strategy Formulation
 5. Organizational Design
 6. Systems Design
2. **Formal (formalized).** Used in reference to certain planning activities, it indicates a rational, planned and systematic approach.
3. **Informal.** Indicates an open-ended, unplanned approach to planning issues that are not actively and systematically pursued.
4. **Environment.** The overall context within which an institution must operate. Institutional environments are considered complex, changing and sometimes unstable. The environment consists of smaller segments or subenvironments, each with dynamic forces, trends and developments that impact the future of the institution.
5. **Threat.** Used in reference to the environmental analysis, is a challenge posed by an unfavorable trend or specific problem in the environment that would lead to stagnation, decline or destruction of an organization if purposeful, institutional action is not taken.

6. **Opportunity.** Used in reference to an environmental analysis, is an attractive area of relevant action in which a particular institution is likely to enjoy superior competitive advantages.
7. **Objective.** A major variable or facet of an institution that will be emphasized for a specific period of time that will contribute to the fulfillment of the institutional mission statement (e.g., student enrollment, alumni giving, academic program quality, etc.).
8. **Goal.** An organizational objective that is made specific with respect to magnitude, time and responsibility.
9. **Value Choices.** A set of decisions about institutional commitments to various educational functions, responsibilities and programs that define the priorities and establishes the nature of institutional relationships with its clientele and its constituents.
10. **Culture (institutional).** A pervasive unwritten, shared outlook or mind-set that identifies and defines the educational emphases and orientations of an institution. (Examples would include: academic culture, marketing culture, religious culture, etc.)

APPENDIX C
RESEARCH INSTRUMENT--INSTITUTIONAL STRATEGIC
PLANNING ASSESSMENT QUESTIONNAIRE

INSTITUTIONAL STRATEGIC PLANNING

ASSESSMENT QUESTIONNAIRE

Directions: This instrument is intended for completion by institutional presidents. All questions refer to specific planning activities and structures that exist and take place separately from any accreditation process. Please respond to each item unless otherwise indicated. Responses from individual institutions will be kept strictly confidential. An Assessment Terms Definitions sheet is included to add to the ease of the instrument. As a general guideline, this instrument can be completed in 20-25 minutes or less.

Name of your institution:

Address:

Fall, 1988 FTE student enrollment _____

Does your institution hold accredited status with any organization other than the American Association of Bible Colleges? (Circle one.)

A. YES

B. NO

If yes, please name the accrediting body in the space below and indicate if the accreditation is institutional or program related. (Circle appropriate responses.)

Regional (Name) _____

_____ Institutional Program

Professional (Name) _____

_____ Institutional Program

I. Philosophy and Organization of Strategic Planning

Q-1 To what extent is your institution currently engaged in strategic planning (as defined in the "Assessment Terms" sheet)? Circle one.

- A. STRATEGIC PLANNING IS NOT A PART OF ANY PLANNING PROCESS (GO TO Q-46).
- B. STRATEGIC PLANNING OCCURS AS PART OF OTHER TYPES OF EXISTING LONG-RANGE INSTITUTIONAL PLANNING.
- C. CURRENTLY INVOLVED IN STRATEGIC PLANNING PROCESS(GO TO Q-9).
- D. A STRATEGIC PLAN HAS BEEN DEVELOPED AND IS BEING IMPLEMENTED (GO TO Q-9).

Q-2 Which of the following statements characterize strategic planning as an element of existing institutional planning practices? (Circle the corresponding letter of all statements that apply.)

- A. STRATEGIC PLANNING TAKES PLACE ON AN INFORMAL BASIS AS AN OUTGROWTH OF OTHER TYPES OF INSTITUTIONAL PLANNING.
- B. STRATEGIC PLANNING IS A MAJOR COMPONENT OF EXISTING LONG-RANGE PLANNING EFFORTS.
- C. THERE IS A WRITTEN INSTITUTIONAL PHILOSOPHY OF PLANNING CONTAINING THE ROLE OF STRATEGIC PLANNING AS IT RELATES TO THE OVERALL PLANNING PROCESS.
- D. THERE IS A WRITTEN INSTITUTIONAL PHILOSOPHY OF PLANNING BUT IT DOES NOT REFER SPECIFICALLY TO STRATEGIC PLANNING.
- E. THERE IS A WRITTEN INSTITUTIONAL LONG-RANGE PLANNING PROCEDURE THAT INCLUDES A DESCRIPTION OF THE STRATEGIC PLANNING COMPONENT WITHIN THE OVERALL PLANNING PROCESS.

Q-3 Strategic planning as a part or component of the institutional long-range planning process was originally initiated by (circle one):

A. TRUSTEES OR GOVERNING BOARDS

B. PRESIDENT

C. DENOMINATIONAL AUTHORITIES

D. PLANNING OFFICE

E. PLANNING COMMITTEE

F. OTHER (please specify): _____

Q-4 As accurately as possible, please estimate the percentage of the overall institutional planning effort (time, budget) that is devoted solely to strategic planning?

_____ %

Q-5 Does your institution have a standing planning committee that coordinates and directs the institutional planning process?

A. YES

B. NO

If yes, please indicate its membership (circle the corresponding letter of all that apply):

A. TRUSTEES

E. STAFF

B. ADMINISTRATORS

F. STUDENTS

C. DEPARTMENT CHAIRPERSONS

G. ALUMNI

D. FACULTY

H. OTHER (please specify):

Q-6 What is the extent to which the following are involved in the strategic planning component of the planning process in your institution? (Circle the corresponding number for each category.)

Category 1: MAJOR INVOLVEMENT
 Category 2: MODERATE INVOLVEMENT
 Category 3: MINOR INVOLVEMENT
 Category 4: NO SIGNIFICANT INVOLVEMENT

A. TRUSTEES	1	2	3	4
B. PRESIDENT	1	2	3	4
C. ADMINISTRATORS	1	2	3	4
D. DEPARTMENT CHAIRPERSONS	1	2	3	4
E. OTHER FACULTY	1	2	3	4
F. STAFF	1	2	3	4
G. STUDENTS	1	2	3	4
H. STUDENTS	1	2	3	4
I. OTHER	1	2	3	4

Please specify: _____

Q-7 Who is primarily responsible for coordinating the strategic planning component of the institutional long-range planning process at your institution? (Circle one.)

A. PRESIDENT

B. CHIEF ACADEMIC OFFICER

C. OTHER (please specify): _____

- Q-8 Which of the following statements represent the use of a planning model(s) in the design of the planning system at your institution? (Circle the corresponding letter of all statements that apply.)
- A. AN INSTITUTIONAL LONG-RANGE PLANNING MODEL WAS USED THAT INCLUDED A STRATEGIC PLANNING COMPONENT.
 - B. AN INSTITUTIONAL LONG-RANGE PLANNING MODEL WAS USED THAT DID NOT INCLUDE A STRATEGIC PLANNING COMPONENT.
 - C. A STRATEGIC PLANNING PROCESS MODEL WAS USED TO DESIGN THE STRATEGIC PLANNING COMPONENT OF THE INSTITUTIONAL LONG-RANGE PLANNING PROCESS.
 - D. NO INSTITUTIONAL LONG-RANGE PLANNING MODEL WAS USED IN THE DESIGN OF THE PLANNING PROCESS.
 - E. NO STRATEGIC PLANNING PROCESS MODEL WAS USED IN THE DESIGN OF THE PLANNING PROCESS.

Please go to Q-16. Questions 9-15 are for those who circled "C" or "D" on Q-3.

- Q-9 What factor(s) influenced the decision to engage in strategic planning at your institution? (Please list according to priority if more than one. Be specific.)
- A. _____

 - B. _____

 - C. _____

- Q-10 Which of the following statements characterize strategic planning at your institution? (Circle the corresponding letter of all statements that apply.)
- A. THERE IS A WRITTEN INSTITUTIONAL PHILOSOPHY OF PLANNING CONTAINING THE ROLE OF STRATEGIC PLANNING, THE PEOPLE WHO ARE TO BE INVOLVED, AND THE EXTENT OF THEIR INVOLVEMENT.
 - B. STRATEGIC PLANNING IS AN ONGOING INSTITUTIONAL ACTIVITY RATHER THAN A PROJECT WITH A SPECIFIC BEGINNING AND ENDING.
 - C. THERE IS A SEPARATE PLANNING OFFICE AND STAFF WHOSE RESPONSIBILITY IS EXCLUSIVELY IN THE AREA OF PLANNING.
 - D. THERE IS A WRITTEN STRATEGIC PLANNING PROCEDURE THAT DESCRIBES A SYSTEMATIC PROCESS FOR THE FORMULATION AND IMPLEMENTATION OF STRATEGIC PLANS.
 - E. THERE IS A WRITTEN ANNUAL STRATEGIC PLANNING CALENDAR THAT SPECIFIES DATES AND DEADLINES FOR VARIOUS STRATEGIC PLANNING ACTIVITIES.
 - F. STRATEGIC PLANNING IS DONE ON A LESS FORMAL BASIS APART FROM ANY COMPREHENSIVE PLANNING DOCUMENTS AND PERMANENT PLANNING STRUCTURE.
- Q-11 The strategic planning process was originally initiated by (circle one):
- A. TRUSTEES OR GOVERNING BOARD
 - B. PRESIDENT
 - C. DENOMINATIONAL AUTHORITIES
 - D. PLANNING OFFICE
 - E. PLANNING COMMITTEE
 - F. OTHER (please specify): _____

Q-12 What is the extent to which the following are involved in the strategic planning process in your institution? (Circle the corresponding number for each category.)

Category 1: MAJOR INVOLVEMENT

Category 2: MODERATE INVOLVEMENT

Category 3: MINOR INVOLVEMENT

Category 4: NO SIGNIFICANT INVOLVEMENT

- | | | | | |
|----------------------------|---|---|---|---|
| A. TRUSTEES | 1 | 2 | 3 | 4 |
| B. PRESIDENT | 1 | 2 | 3 | 4 |
| C. OTHER ADMINISTRATORS | 1 | 2 | 3 | 4 |
| D. DEPARTMENT CHAIRPERSONS | 1 | 2 | 3 | 4 |
| E. FACULTY | 1 | 2 | 3 | 4 |
| F. STAFF | 1 | 2 | 3 | 4 |
| G. STUDENTS | 1 | 2 | 3 | 4 |
| H. ALUMNI | 1 | 2 | 3 | 4 |

Q-13 Does your institution have a standing planning committee that coordinates and directs strategic planning activities? (Circle one.)

A. YES

B. NO

If yes please indicate its membership (circle corresponding letters of all that apply):

A. TRUSTEES

E. STAFF

B. ADMINISTRATORS

F. STUDENTS

C. DEPARTMENT CHAIRPERSONS

G. ALUMNI

D. FACULTY

H. OTHER (please specify):

- Q-14 Who is primarily responsible for coordinating strategic planning at your institution? (Circle one.)
- A. PRESIDENT
 - B. CHIEF ACADEMIC OFFICER
 - C. OTHER (please specify): _____
- Q-15 A strategic planning process model was used to some extent (circle one):
- A. YES
 - B. NO

II. Strategic Planning Content and Methodology

The following questions relate to the individual steps of the strategic planning process. Although terminology and identified steps (planning stages) differ from one planning model to the next, the intent of this section is to find practices within your institution which are equivalent to those mentioned, not necessarily an exact copy.

Environmental Analysis

- Q-16 Does your institution conduct formal studies to determine the major trends in the environment within which the institution operates? (Circle one.)
- A. YES
 - B. NO (If no, go to Q-18.)

If yes, please identify which environment(s) are included in your institution's research. (Circle the corresponding number for each applicable response.)

1. INTERNAL ENVIRONMENT (board of directors, administrators, faculty and staff)
2. MARKET ENVIRONMENT (traditional students, non-traditional students, alumni, denominational trends, graduate schools)
3. PUBLIC ENVIRONMENT (financial, media, community, government, local and general public)
4. COMPETITIVE ENVIRONMENT (institutions that compete for students from the same population)
5. MACROENVIRONMENT (demographic, economic, technological, political, cultural)

Q-17 As a result of the environmental analysis studies done by your institution, were major trends, identified as effecting your institution, categorized as either threats or opportunities needing institutional action? (Circle one.)

A. YES

B. NO

Resource Analysis

Q-18 As part of the planning process, did your institution conduct research to determine its strengths and weaknesses in the following resource areas? (Circle the letter of each response that applies.)

People

A. ADMINISTRATORS

B. FACULTY

C. STAFF

Money

D. STUDENT GENERATED REVENUES

E. GIFT AND GRANT REVENUES

F. INVESTMENT REVENUES

G. GOVERNMENT RELATED REVENUES

Facilities

H. INSTRUCTIONAL CLASSROOMS

I. LIBRARY

J. CHAPEL

K. STUDENT HOUSING

L. STUDENT UNION OR LOUNGES

M. PARKING

N. ATHLETIC

O. FOOD SERVICE AREAS

Q-19 In examining the different resource areas, did your institution give consideration to intangible strengths and weaknesses in addition to the tangible ones listed above?
(Circle one.)

A. YES

B. NO

If yes, please list specific intangible resources identified.

Q-20 As a part of the resource analysis, which of the following groups gave formal input into the perceived strengths and weaknesses of the institution? (Circle the letter of each response that applies.)

A. TRUSTEES OR GOVERNING BOARD

B. ADMINISTRATORS

C. FACULTY

D. STUDENTS

E. STAFF

F. ALUMNI

G. DENOMINATIONAL OR RELIGIOUS OFFICIALS

H. PARENTS OF STUDENTS

I. OTHER (please specify): _____

Goal Formulation

- Q-21 Does your institution have a written institutional mission statement? (Circle one.)
- A. YES
- B. NO (If no, go on to Q-29.)
- Q-22 How long has it been since the mission statement of your institution was formally reviewed and evaluated? (Circle one.)
- A. WITHIN THE LAST YEAR
- B. 1-2 YEARS
- C. 3-4 YEARS
- D. 5 OR MORE YEARS
- Q-23 Is the mission statement of your institution formally reviewed and evaluated on a regular basis? (Circle one.)
- A. YES
- B. NO

If yes, please indicate how often: _____

- Q-24 Which of the following statements characterize the content and development of your mission statement? (Circle the corresponding letter of each appropriate response.)
- A. THE MISSION STATEMENT SPECIFICALLY IDENTIFIES THE PRIMARY EDUCATIONAL FUNCTION OF THE INSTITUTION.
- B. THE MISSION STATEMENT SPECIFIES THOSE STUDENTS WHO ARE TO BE SERVED BY THE INSTITUTION.
- C. THE MISSION STATEMENT SPECIFIES A PRIORITY RANKING OF PROGRAMS AND SERVICES TO BE OFFERED.
- D. THE MISSION STATEMENT DEFINES THE ANTICIPATED EDUCATIONAL OUTCOMES IN TERMS OF THEIR VALUE TO THE STUDENT.
- E. EACH DEPARTMENT HAS DEVELOPED A WRITTEN DEPARTMENTAL MISSION STATEMENT THAT CORRESPONDS WITH AND CONTRIBUTES TO THE ACCOMPLISHMENT OF THE INSTITUTIONAL MISSION STATEMENT.

Q-25 As part of your institution's planning process, has the institutional mission statement been translated into a written set of institutional objectives (see "Assessment Terms" sheet) which are separate, but consistent with the mission statement? (Circle one.)

A. YES

B. NO (If no, go to Q-28.)

Q-26 Were written institutional objectives restated in writing as specific goals in operational and measurable form? (Circle one.)

A. YES

B. NO

Q-27 To what extent were the following people involved in the development and selection of institutional objectives and goals? (Circle the corresponding number for each category.)

Category 1: MAJOR INVOLVEMENT

Category 2: MODERATE INVOLVEMENT

Category 3: MINOR INVOLVEMENT

Category 4: NO SIGNIFICANT INVOLVEMENT

A. TRUSTEES	1	2	3	4
B. PRESIDENT	1	2	3	4
C. ADMINISTRATORS	1	2	3	4
D. DEPARTMENT CHAIRPERSONS	1	2	3	4
E. FACULTY	1	2	3	4
F. STAFF	1	2	3	4
G. STUDENTS	1	2	3	4
H. ALUMNI	1	2	3	4

Q-28 Did part of the Goal Formulation phase (i.e., mission statement, objectives, goals) include some formal information-gathering from current or potential constituent groups to assess how well the value choices (mission, purposes, programs, strategies) made by the institution reflected the values of specific target groups? (Circle one.)

A. YES

B. NO

If yes, please specify what groups were included and what assessment technique was used.

Strategy Formulation

Q-29 Was an evaluation of each current, major academic program conducted as part of the planning process at your institution? (Circle one.)

A. YES

B. NO (If no, go to Q-31.)

If yes, please circle those items that were considered in the evaluation process.

1. CENTRALITY TO THE INSTITUTIONAL MISSION
2. QUALITY LEVEL OF THE PROGRAM
3. MARKET POTENTIAL WITH TARGETED CLIENTELE
4. OTHER (please specify): _____

Q-30 Were specific decisions made regarding each academic program concerning whether to build, hold, reduce or terminate them in light of the institutional mission and evaluation findings? (Circle one.)

A. YES

B. NO

Questions 31-39 relate to specific strategies intended to maintain or increase enrollment that were developed as a result of the planning process at your institution. If no specific strategies were developed, please go to Q-40.

- Q-31 Please list any specific strategies that utilized existing programs to attract more students similar to those currently enrolled.

- Q-32 Please list any specific strategies for expanding educational services to other geographic areas.

- Q-33 Please list any specific strategies designed to attract non-traditional student groups (e.g., senior citizens, minorities, adult continuing education, and homemakers).

- Q-34 Please list any specific strategies to modify existing programs to attract students from your institution's existing student market not able to attend regular classes.

- Q-35 Please list any specific strategies for the development of new programs, departments, courses, or schools to attract more students from your institution's existing student market.

- Q-36 Please list any specific strategies for the development of new programs, departments, courses or schools designed to attract a new targeted student market.

- Q-37 Please list any specific strategies that utilize high technology to expand educational services to other geographic locations.

- Q-38 Please list any specific strategies involving a totally innovative approach to attracting a new student market for your institution.

- Q-39 Please list any strategy intended to maintain or increase student enrollment at your institution that did not relate to Questions 31-39.

Organization Design

Q-40 Did the planning process at your institution include an evaluation of the organizational structure in light of institutional strategies and goals? (Circle one.)

A. YES

B. NO

If yes, what changes (if any) were made in the organizational structure?

Questions continue on the next page.

Q-41 Did the planning process consider the replacement, retraining or changing of any key personnel in order to better achieve the goals of the institution? (Circle one.)

A. YES

B. NO

If yes, please list by position any action taken and, if possible, the positive outcome expected.

	POSITION	ACTION	OUTCOME
Example 1	Vice-President of Development	<u>Retraining</u> in foundation grants-personship	More financial reliance on foundations than on wealthy donors.
Example 2	Vice-President of Development	<u>Replace</u> with a foundation oriented person	(same as above)
Response:			

Q-42 Every institution has a unique "culture", that is its people share a certain way of looking at things. As president, have you ever considered attempting to change the "culture" or "mind set" of your institution? (Circle one.)

A. YES

B. NO (If no, go to Q-44.)

If yes, please elaborate what changes you would like to make (or have already made).

Q-43 Did any of the considered changes in the "culture" of your institution originate from a new strategic direction which was the result of the planning process? (Circle one.)

A. YES

B. NO

If yes, please indicate which change in "culture" and briefly identify the new direction your institution has chosen.

Systems Design

Q-44 Which of the following market-related groups or factors are researched regularly, with prepared written reports to provide an information base for institutional decision-making? (Circle the corresponding letter of each applicable response and specify how often.)

- A. STUDENTS (How often? _____)
- B. ALUMNI (How often? _____)
- C. COMPETITORS (How often? _____)
- D. DENOMINATIONAL OR RELIGIOUS OFFICIALS
(How often? _____)
- E. DENOMINATIONAL OR RELIGIOUS CONSTITUENTS
(How often? _____)
- F. DEMOGRAPHY (How often? _____)
- G. ECONOMY (How often? _____)
- H. TECHNOLOGY (How often? _____)
- I. CULTURE (religious) (How often? _____)
- J. OTHER (please specify): _____
(How often? _____)

- Q-45 Which of the following statements characterize the implementation and monitoring of your institution's plan for the future. (Circle the corresponding letter of each applicable response.)
- A. THE PLAN IS FORMALLY REVIEWED AND PROGRESS TOWARDS INSTITUTIONAL GOALS ARE EVALUATED REGULARLY.
 - B. ONCE A PLAN HAS BEEN IMPLEMENTED, THERE IS LITTLE OR NO CONTINUED MEASUREMENT OF PROGRESS TOWARDS SPECIFIC GOALS.
 - C. THERE IS A WRITTEN PROCEDURE FOR THE IMPLEMENTATION AND EVALUATION OF THE PLAN THAT INCLUDES A REVIEW SCHEDULE, THE INFORMATION NEEDED TO MEASURE THE RESULTS OF THE PLAN, AND THE PERSON RESPONSIBLE TO MONITOR THE PLAN.
 - D. THERE IS NO WRITTEN IMPLEMENTATION OR EVALUATION PROCEDURE.
 - E. THE REVIEW PROCESS EFFECTIVELY PROVIDES FOR CORRECTIVE ACTION IN THE GOALS, PLAN, OR IMPLEMENTATION IN LIGHT OF NEW CIRCUMSTANCES.
 - F. ONCE IMPLEMENTED THE PLAN DOES NOT SYSTEMATICALLY INCLUDE MUCH OPPORTUNITY FOR CORRECTIVE ACTION IN LIGHT OF NEW CIRCUMSTANCES, BUT TAKES AN "AS NEEDED" APPROACH.

One of the purposes of this questionnaire is to determine the level of institutional awareness of strategic planning within the AABC. The following questions are designed to establish an overall picture for use in directing further research and developing recommendations for continued progress towards effective institutional planning. Again, responses from each individual institution will be kept strictly confidential.

Q-46 How long have you been aware of strategic planning and its possible benefits to institutions of higher education? (Circle one.)

A. WITHIN THE LAST YEAR

B. 1 TO 2 YEARS

C. 3 TO 4 YEARS

D. 5 YEARS OR MORE

Q-47 Please rate your working knowledge of the strategic planning process and its unique differences with traditional long-range planning. (Circle the appropriate response.)

1. HIGH WORKING KNOWLEDGE

2. VERY INFORMED

3. INFORMED

4. FAMILIAR WITH MAJOR TERMS AND CONCEPTS

5. UNFAMILIAR WITH STRATEGIC PLANNING

Q-48 Please rate the working knowledge of the strategic planning process of the following people or groups at your institution using the preceding scale. (Circle one of the numbers for each position.)

A. TRUSTEES 1 2 3 4 5

B. CHIEF ACADEMIC OFFICER 1 2 3 4 5

C. CHIEF BUSINESS OFFICER 1 2 3 4 5

D. CHIEF DEVELOPMENT OFFICER
(IF OTHER THAN THE PRESIDENT) 1 2 3 4 5

E. PLANNING COMMITTEE
(IF APPLICABLE) 1 2 3 4 5

F. DEPARTMENT CHAIRPERSONS 1 2 3 4 5

G. FACULTY 1 2 3 4 5

Q-49 Please indicate at which levels strategic planning has been formally discussed at length at your institution. (Circle the corresponding letter of each appropriate response.)

- A. GOVERNING BOARD
- B. ADMINISTRATIVE BOARD
- C. DEPARTMENT CHAIRPERSONS
- D. FACULTY SENATE (OR FACULTY MEETINGS)
- E. OTHER (please specify): _____

Do you wish to receive a summary of the significant findings of this research study?
(Circle one.)

- A. YES
- B. NO

If yes, please include your name: _____

Please return immediately in the enclosed, self-addressed, stamped envelope to:

Rev. Gregory L. Johns
Evangel Temple Christian Center
2020 E. Battlefield
Springfield, MO 65804

THANK YOU FOR YOUR VALUABLE TIME!

APPENDIX D
RESEARCH PROPOSAL PRESENTED TO THE COMMISSION
ON RESEARCH OF THE AMERICAN ASSOCIATION OF
BIBLE COLLEGES

A CASE STUDY OF STRATEGIC PLANNING
PRACTICES WITHIN THE AMERICAN
ASSOCIATION OF BIBLE COLLEGES

by

Gregory L. Johns

A Research Project Proposal presented to the
Commission on Research of the American
Association of Bible Colleges

January 31, 1989

TABLE OF CONTENTS

	Page
STATEMENT OF THE RESEARCH PROBLEM	1
RATIONALE FOR THE STUDY AND PROJECTION OF RELATED BENEFITS	2
RESEARCH DESIGN AND METHODOLOGY	4
BIBLIOGRAPHY	9
APPENDIXES	
A. RESEARCH INSTRUMENT INSTITUTIONAL STRATEGIC PLANNING ASSESSMENT QUESTIONNAIRE	11
B. ASSESSMENT TERMS DEFINITIONS	28
C. JUROR RESPONSES	31

STATEMENT OF THE RESEARCH PROBLEM

The purpose of this proposed research project will be to assess the present level of strategic planning practices within the American Association of Bible Colleges (AABC). Strategic planning should not be confused with other levels of planning also in use within higher education such as budgeting and scheduling, short-range planning (i.e., student recruitment, academic programs, etc.), even traditional long-range institutional planning. Strategic planning takes a long-range approach but the focus is much more comprehensive and strategic than other forms of planning.

Strategic planning seeks to establish the fundamental assumptions about the environment, the institution and the future form and purpose of the institution. It involves major policy considerations which are the broadest, most encompassing decisions concerned with a college's long-term future. The relationship of the institution to the environment once defined, will become a framework for developing strategies to be implemented at the other levels of planning.

In order to address the major issues surrounding the strategic planning practices within the AABC, the following research questions will be used to give direction to the proposed study:

1. What is the present level of awareness among institutional leaders within the AABC to strategic planning application to higher education?

2. What is the present status of formalized strategic planning among institutions accredited by the AABC?

3. To what extent are the central elements of strategic planning being practiced through other formalized long-range institutional planning processes or structures?

RATIONALE FOR THE STUDY AND PROJECTION OF RELATED BENEFITS

Historically the AABC has shown interest in institutional planning as a means of encouraging professionalism and stability in the educational practices of member institutions (Phillips, 1974; Eagen, 1980; Benton, 1983). As these studies have shown, individual Bible colleges have been slow to establish adequate planning structures and processes. In addition of the studies which were directed towards all AABC institutions (Eagen and Benton), only Benton gives even a passing mention to strategic planning.

The rationale for investigating strategic planning practices within member institutions will be to address an apparent lack of responsiveness among Bible colleges to changing, complex environments and subenvironments. Preliminary research indicates that some Bible colleges share a tendency to approach planning as an event instead of a dynamic continuing process. Thus many Bible colleges do not have in place ongoing structures that provide for responsiveness to environmental trends which will impact institutional health. It will be an assumption of this proposed project that a Bible college's long-term viability and

relevance to its constituency depends on a planning process that produces and revises its strategic or master plan either in response to or to enhance its resources from and position in its environment (Peterson:1980:141).

The proposed study will have considerable potential for positive influence on the educational and management practices within the Bible college movement. Projected implications and benefits will include:

1. The study will provide a comprehensive review of strategic planning literature and a valid base of institutional research within the AABC to assist Association officials in determining if a present need exists for further education in and promotion of strategic planning applications for higher education.

2. The study will encourage improvement in the planning practices of individual Bible colleges by providing a set of criteria for institutional self-assessment in the area of strategic planning. The criteria could also be used by the AABC to assist in the periodic evaluations of institutional self-studies conducted as part of the accreditation process.

3. The study would facilitate the improvement of institutional adaptation and relevance and promote the creation of new academic programs within Bible college curriculums. These changes would result from strategic attempts by concerned institutions to respond to the needs of a complex and changing world.

4. The study will provide a thoroughly researched strategic planning process model that could be adapted for use in Bible colleges to aid in the development and implementation of proven strategic planning practices. Such practices would safeguard the future of Bible colleges as an important segment of American higher education and as an important influence on the direction of many religious organizations.

The proposed research project will not only identify areas of concern in strategic planning practices but will serve as a blueprint for constructive change and growth within the AABC. It is hoped that the research will assist Bible colleges in establishing academically sound and valid strategic planning systems to ensure the educational viability of Bible colleges well into the next century.

RESEARCH DESIGN AND METHODOLOGY

The selected research methodology for this proposed study will be an organizational assessment case study. The research design will provide an accurate assessment of strategic planning practices within the AABC by providing a composite picture of the institutions accredited by the AABC. The case study method, in this setting, will be a way of viewing organizational reality regarding the selected research problem. This study will not be concerned with the characteristics of individual institutions but rather will be concerned with the generalized statistics that result when

data are abstracted from the individual institutional responses. Best (1986:93) describes the case study as a method which probes deeply and analyzes the factors that explain present status or that influences change or growth. The emphasis should be on typicalness rather than uniqueness to allow for abstraction and generalization of findings.

The research population will be the eighty-seven member institutions of the American Association of Bible Colleges. The research technique used to gather the information from the individual institutional sources will be the questionnaire/survey method. Concerning this type of research Best emphasized,

It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly defined problem and definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered, and logical and skillful reporting of the findings (1986:81).

The information gathering component of the case study will be accomplished by the implementation of the Institutional Strategic Planning Assessment Questionnaire (ISPAQ) which was developed as part of this research proposal. The ISPAQ (Appendix A) will be directed towards the presidents of the colleges included in the research population.

The development of the ISPAQ was accomplished through a sixfold process.

1. Institutional planning (specifically strategic planning) was identified and selected as the research problem.

2. A review of relevant educational planning litera-

literature was conducted to establish generally accepted characteristics of strategic planning. Strategic planning as it relates to small, private institutions of higher education was the area of primary importance.

3. Kotler and Murphy's strategic planning process model (1981:472) was selected to guide the design of the research instrument because of its adaptability for use in smaller institutions.

4. The Total Design Method (Dillman:1978) was used extensively in the technical aspects of the questionnaire design including overall format, question construction, ordering of questions, and transitions.

5. An Assessment Terms Definitions sheet (Appendix B) was created to improve the clarity of some questions. Some of the terms used in strategic planning literature are common in other planning contexts but carry different meanings and applications.

6. Responses were secured from four expert jurors concerning their evaluation of the ISPAQ (Appendix C). Jurors were invited to comment on any aspect of the questionnaire. As a result of the jurors' suggestions, the following revisions were incorporated into the research instrument:

- 1) The overall length was shortened by ten questions. Questions that did not directly address the research questions were deleted, others were combined or condensed.
- 2) A more specific definition of strategic planning was developed to provide a stronger contrast with traditional long-range planning.
- 3) The assessment terms definitions were rearranged

so that similar and related terms are contiguous. 4) Non-strategic questions were placed before strategic ones to offset the instrument's bias towards strategic planning. 5) Key terms were underlined to promote accurate responses to each question. 6) Typographic errors and grammar were corrected. 7) Additional space was created for writing responses. Questions and response categories were modified so that no item was split between pages.

The ISPAQ in its present form consists of fifty-two questions. It should be noted that no respondent will answer all the questions. Question three (Q-3) of the ISPAQ will establish which category the respondent's institution will fall under. The categories will be:

1. Those institutions claiming no effort at strategic planning
2. Those institutions claiming strategic planning as a component of already existing long-range institutional planning and
3. Those institutions claiming a formalized strategic planning process.

The response to Q-3 will determine which questions they will need to answer and will also determine how the information from their questionnaire will be included in the presentation of the data.

The treatment of the data will include a multiplicity of techniques for presenting the comparisons of strategic planning levels within the AABC. Tables and figures will be utilized to show important similarities and relationships

found in the data. Frequency counts will be used but will also be translated into percentages to provide a common base to clarify the comparisons (Best:1986:198-199). The organization, treatment and presentation of the data will be designed to interrelate with and correspond to the research questions which will provide direction for the study.

It is hoped that the research instrument itself will pique the interest of Bible college presidents in strategic planning and begin a process of thoughtful evaluation. Results summaries will be made available to all persons who participate in the research project.

BIBLIOGRAPHY

- Allan, R. and E. E. Chaffee. Management Fads in Higher Education, NCHEMS Monograph No. 3. Boulder CO: National Center for Higher Education Management Systems, 1981.
- Annual Report. American Association of Bible Colleges, 1987.
- Baldrige, J. B. and P. H. Okimi. "Strategic Planning in Higher Education: New Tool--Or New Gimmick?" AAHE Bulletin, 1982, 35(2), 6-18.
- Bennis, Warren G., Kenneth D. Benne, and Robert Chin (eds.). The Planning of Change. New York: Holt, Rinehart and Winston, Inc., 1969.
- Benton, Robert W. "A Study of Bible College Institutional Planning: A Bible College Institutional Planning Model." Ph.D. dissertation, University of Nebraska, 1983.
- Best, John W. and James Kahn. Research In Education. 5th Edition. Englewood Cliffs, NJ: Prentice-Hall, 1986.
- Cope, Robert G. Strategic Planning, Management and Decision Making. AAHE-ERIC Higher Education Research Report No. 9, 1981. Washington, DC: American Association for Higher Education, 1981.
- Dillman, Don A. Mail and Telephone Surveys: The Total Design Method. New York: John Wiley and Sons, 1978.
- Drucker, Peter F. "New Templates for Today's Organizations." Harvard Business Review, 52:45-53. January-February, 1974.
- Eagen, Larry John. "Institutional Planning Practices in Bible Colleges Accredited By The American Association of Bible Colleges." Ed.D. dissertation, Texas Tech University, 1980.
- Ewing, David W. (Ed). Long Range Planning for Management. New York: Harper and Row, 1972.
- Keller, G. Academic Strategy: The Management Revolution in American Higher Education. Baltimore, MD: John Hopkins University press, 1983.
- King, William and David Cleland. Strategic Planning and Policy. Van Nostrand-Reinhold, 1978.

- Kotler, Phillip and Patrick Murphy. "Strategic Planning for Higher Education." Journal of Higher Education, 52: 470-489. September-October, 1981.
- May, R. B. "One College's Struggle May Aid Other Schools Worried About Slump." The Wall Street Journal. January 10, 1979, 1.
- Morphet, Edgar L. and Charles O. Ryan. Planning and Effecting Needed Changes in Education; Reports Prepared for the Third Area Conference. Denver: Publisher Press, 1967.
- Peterson, Marvin W. "Analyzing Alternative Approaches to Planning." In Improving Academic Management: A Handbook of Planning and Institutional Research, pp. 113-163. Paul Jedamus and Marvin Peterson (eds.). San Francisco: Jossey-Bass, Inc., 1980.
- Phillips, Alan G. "A Formalized Approach to Long-Range Planning in Selected Church-Related Colleges." Unpublished Ph.D. dissertation University of Arkansas, 1973-74.
- Shirley, R. C. "Identifying the Levels of Strategy for a College or University." Paper presented at NCHEMS Workshop, 1983.
- Toll, John S. "Strategic Planning: An Increasing Priority for Colleges and Universities." Change: The Magazine of Higher Learning, XIV:3 May-June, 1982, 36-37.
- Vaccaro, Louis C. "Planning In Higher Education: Approaches and Problems." College and University 51 (Winter, 1976):153-160.
- Wattel, Harold L. (Ed.). Planning In Higher Education. Hemstead, NY: Hofstra University, 1975.

APPENDIX E
COMMISSION ON RESEARCH PROCEDURES
FOR ENDORSEMENT

Procedures for Securing AABC Commission on Research Endorsement
For a Proposed Research Project

To expedite the process of securing the endorsement requested, you would do well to take the following steps:

1. Prepare a relatively complete but concise research proposal which includes:
 - A. A summary statement of your research problem
 - B. A rationale for the need for the study including a projection of benefits to the Bible college movement in general
 - C. A description of your research design including your proposed data collection and interpretation procedures
 - D. A copy of any data collection instrument you may plan to use. If you plan to develop an original instrument, this should be accompanied by copies of the responses of at least four expert jurors which should include at least two jurors expert in a field related to your area of research and at least one juror expert in data collection instrument design. Your proposal should explain revisions already incorporated in your instrument in reply to your jurors' responses.
2. Send copies of the above research proposal to the AABC (Executive Director) and directly to the members of the AABC Commission on Research.
3. Following the AABC Executive Director's receipt of replies from the members of the Commission on Research or the next meeting of the Commission, you can expect to receive either a letter of endorsement (which you are welcome to use as needed to expedite your research project) or a notice that such endorsement has been denied.
4. If your proposal is approved for endorsement, it is expected that when your research project is completed you would:
 - A. Submit a copy of your complete research report to the AABC office
 - B. Send copies of your research report abstract directly to the members of the Commission on Research.

APPENDIX F
JUROR RESPONSES



H. GLYNN HALL, Ed.D.
President

December 22, 1988

Reverend Greg Johns
Evangel Temple Christian Center
2020 E. Battlefield
Springfield, MO 65804

Dear Greg:

It has been an honor to review the research questionnaire for your doctoral dissertation. I appreciated having you in class and am especially pleased to see that you have continued to make such outstanding academic progress.

In general, I want to compliment the work you have done in your research instrument. My remarks and suggestions should be understood as coming from one who has not given birth to the idea at hand or its development. Therefore, I will not be offended if these suggestions are not implemented.

Speaking from my vantage point, I have concern about the amount of time needed for completing the questionnaire. College presidents receive numerous surveys/research forms from many organizations and/or individuals involved in various types of research. While in the main, most college presidents want to help. There is only so much time available for this type of work. While filling in blanks give opportunity for the best information, they will also be very time consuming in regard to your tabulation and interpretation of the responses. I feel the nature of your cover letter will determine the extent to which college presidents will feel that their participation is going to be mutually beneficial. My suggestion is that you estimate the amount of time needed for responding and to determine if any modifications can be made that will expedite the responses without sacrificing the quality of the responses you need.

I do not find any major concerns throughout the form; however, I will enumerate a few areas that might need further consideration:

Appendix B: The term "Strategic Planning" seems to dwell on the purpose of strategic planning more than the definition. However, my interpretation again might be from lack of familiarity with the entire project.

Appendix A, Q-4: In asking for a listing of the factors which



influence the implementation of strategic planning in ones institution, it might be advantageous to clarify whether or not you want the listing to be according to ones priority or simply listing of items by order of convenience rather than priority.

Q-5: Because we are generally accustomed to selecting only one response to a question, it might be better in the explanatory statement to underline the word "all" in order to draw attention to the fact that you do anticipate one or more responses to that particular question.

Q-7: The same concern with Q-7, I would recommend underlining the word "each" as a matter of emphasis.

Item F: "Staff" to me would need clarification. Do you mean secretarial staff or some other individuals? I also was wondering if Development Director would be needed as an additional item on the listing on Q-7.

Q-8: The word "Staff" again, you might want to put something parenthetical behind the word to further delineate who is included.

Q-11: Again, I would underline "all" indicating that you expect more than one response from this question.

Q-13: The use of the word "etcetera" to me could add a sense of vagueness. It would be advantageous to list one or more additional items specifically. At least you would know the areas in which planning time is being spent.

Q-19: It is not my intention to evaluate each question; however, Q-19 struck me as a very meaningful question to my immediate situation. I think it could provide some information for you and I compliment you on your choice to include this question.

Q-21: Again, the word "Staff", it might be advantageous to include a parenthetical explanation adjacent to that term.

Q-34: Asks for a listing. It might be better if you list "in any order" or "list in order of your priority."

I believe you can see from the trend of my remarks, the types of things that concern me. I'm not sure I caught all of them, but these are the general types of things I would be concerned with at this point. Otherwise, you obviously have given a great deal of consideration to this

instrument, again, I compliment you.

I trust that the remainder of your research project shall go well. The participation of college presidents in your project will no doubt be significantly related to "timing." As certain junctures of the academic calendar approach, president's become extremely busy. In the case of our particular denomination, it is necessary for president's to often do a great deal of travel during the spring months to the various District Council's for college representation. This, of course, means fewer hours in the office and consequently priorities are drawn as to what correspondence will receive attention. I trust that the nature of your entire project will intrigue the president's sufficiently to motivate them. If I can be of further assistance, please let me know. I have great confidence in your academic and ministerial future.

Sincerely,



H. Glynn Hall

HGH/dac

Evangel College

1111 North Glenstone
Springfield, Missouri 65802
(417) 865-2811

191

December 30, 1988

Greg Johns
3708 Mt. Zion Court
Springfield, MO 65803

Dear Greg:

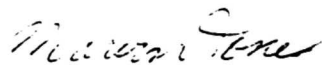
Your questionnaire appears to address a viable need--if indeed the state of the art in strategic planning is unknown--for direction and development of AABC members/adherents. I extend my commendations for your arduous effort in developing this comprehensive instrument. Concerns for me deals with three major areas:

1. Definition of terms. (a) I suggest that the defined terms be rearranged so that similar concepts are contiguous. (b) Of utmost importance is the ambiguity of the definition for "strategic planning." Since you are making a distinction in your questions between long term planning and strategic planning, give the respondent a concise, contrasting definition of these two terms. You might consider adding "long-term planning" as a defined term. Be careful when you define these terms that you do not show a preferential bias for strategic planning.
2. Validity of responses. (a) Your bias seems apparent that each college should implement strategic planning. However, since you have made an allowance for deviations in your questions (Q3), why not place the non-strategic questions before the strategic ones. Hopefully by this technique, preeminence by placement may offset the tendency of a president responding in a "socially desirable manner" when the actual planning used by a specific institution is nonstrategic. (b) Another hunch that came to me as I reviewed these questions, is the similarity of the questions on your instrument and the format used by many accreditation instruments. Would a president think that the accreditation process is equivalent to a strategic planning process? You might wish to clarify this distinction in the cover letter, definition of terms, and instructions (if separate from your instrument). (c) Finally, what precisely are you trying to elicit via this instrument? Perhaps with your research question in mind, you should re-evaluate each question in terms of its specificity in giving you the information to answer your research question. In this manner, the length of the instrument may be shortened which will be a plus factor if you are concerned about the return rate.
3. Rate of return. (a) Greg, as you well know, college presidents are busy people and this lengthy questionnaire may end up in the circular file if you keep it in its present form. The suggestion made in number 2c above should be considered seriously. There are some items that seem to ask for information that only helps you in your quest for knowledge, i.e., name

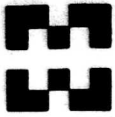
books and authors that the president found helpful. If you want this response, try adding this item as an addendum after the questions have been answered and an omission will not affect your results. I suggest that you delete these items completely. (c) Try using ranges, thought-out lists, typical responses for those opened-ended questions. Scoring and response will be enhanced if you do this difficult task for the presidents. (c) Speaking of ease of response, is there any method to ease the respondent into the instrument in the first few questions without having to struggle with difficult thought processing of terms in the first few questions? It took me a good 15 minutes to familiarize myself with these terms. Perhaps placing the demographics at the beginning may help. (d) Finally, what are the presidents getting out of this process? Your answer to this question may help in the construction of your cover letter in eliciting their cooperation. If it were thought of in terms of a self-evaluation maybe the instrument could be a tool for present and future planning development/needs assessment. Anything that will increase the credibility and usefulness of the instrument should help increase your response rate.

Please, remember that these comments are suggestions, not mandates, which hopefully will guide you in completing your research goals. I am returning the instrument with many of the above comments penned near the questions of concern. If you need greater clarification, give me a call.

Sincerely,



Marvin Jones, Ed.D.
Associate Professor of Behavioral Science, Evangel College
Director of Institutional Research, Evangel College
Adjunct Faculty, Forest Institute of Professional Psychology
Local Research Associate, Nova University



William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398
312-397-3000

193.

December 16, 1988

Mr. Greg Johns
Evangel Temple Christian Center
2020 East Battlefield
Springfield, Missouri 65804

Dear Greg:

Your MARP Proposal looks good. However your MARP advisor is the most important perception you need.

The research instrument is a good one, with the following suggestions:

1. In that the questionnaire is long, generate a strong cover letter.
2. Clean up typo's.
3. Leave room for writing responses.
4. Don't split items between pages.

Overall, it looks very good, keep it going.

Sincerely,

Clete Hinton, Ed.D.
Chicago Cluster Coordinator

CH/sew



**University of
Houston
University
Park**

College of Education
4800 Calhoun Road
Houston, Texas 77004
713.749.7281

Department of
Educational Leadership
and Cultural Studies

16 January 1989

Reverend Greg Johns
Evangel Temple Christian Center
2020 East Battlefield
Springfield, MO 65804

Dear Greg:

Thank you for the invitation to serve as a juror for your ISPAQ which you plan to use in an upcoming study of strategic planning practices within the American Association of Bible Colleges. I have carefully reviewed the ISPAQ, and find it to be an exemplary model of a data collection instrument.

The fact that you used Dillman's "Total Design Method" in the development of the ISPAQ would suggest to me that you are right on target with regard to its contents. I believe the basic conceptualization of the instrument is sound, and the format is carefully configured to elicit the appropriate responses.

In my work with graduate students at the University of Houston, those who have utilized Dillman in the construct of their instruments and procedures for data collection have been extremely successful. I expect the same for you.

If I can be of further help as you move toward the conduct of your very interesting study, please call on me.

Best wishes.

Sincerely yours,

Barton R. Herrscher
Associate Professor and Director
Higher Education Leadership Program

APPENDIX G
AABC LETTER OF ENDORSEMENT



P.O. Box 1523 • Fayetteville, Arkansas 72702 • 521-8164

MEMORANDUM

TO: AABC Member Colleges

FROM: Randall E. Bell, Executive Director *RB/jm*

SUBJECT: Dissertation Project of Greg Johns

DATE: March 8, 1989

On behalf of the AABC Commission on Research, I am writing to encourage your participation in the dissertation project of Greg Johns who serves with Evangel Temple Christian Center. Enclosed are self-explanatory materials relating to the study.

I believe that Mr. Johns' project, "A Case Study of Strategic Planning Practices within the American Association of Bible Colleges" will be helpful to the entire Bible College Movement. The Research Commission has reviewed and voted to endorse the study, which meets the conditions specified for endorsement.

We are grateful for your participation in such research. We thank you in advance for your cooperation with this endeavor.

jm

APPENDIX H
RESEARCH INSTRUMENT COVER LETTER TO
INSTITUTIONAL PRESIDENTS



Evangel Temple Christian Center

2020 E. Battlefield, Springfield, Mo. 65804

Phone 883-0676

Jerry L. Sandidge, Ph.D.
Senior Pastor

March 22, 1989

President Gary Ridley, Sr.
Alaska Bible College
Box 289
Glennallen, AK 99588

Dear President Ridley:

Institutional planning is an area of critical importance to the survival and growth of Bible Colleges in America. Much has been done by the American Association of Bible Colleges to promote and encourage sound planning practices among member institutions. However, the present state of planning practices among Bible colleges has not been researched for six years.

The enclosed questionnaire is being sent to all institutional presidents of Bible colleges accredited by the AABC. The purpose of this study is to determine institutional practices specifically regarding the type of institutional planning known as Strategic Planning. The importance of this study to all Bible colleges is confirmed by the enclosed letter from the American Association of Bible Colleges indicating their support and interest in this research.

Your participation is important to the validity and accuracy of the results. Please complete the enclosed questionnaire as soon as possible and return it in the enclosed self-addressed, stamped envelope. Please be assured of complete confidentiality regarding individual institutional responses.

The results of this research will be used to make positive recommendations to AABC officials regarding future directions for planning initiatives in Bible colleges. You may receive a summary of results by indicating your interest on the final page of the questionnaire in the appropriate place.

An Assessment Terms Definitions sheet has been included as part of the questionnaire to clarify some of the terms used. I would be most happy to answer any question you might have. Please write or call. The telephone number is (417) 883-0676.

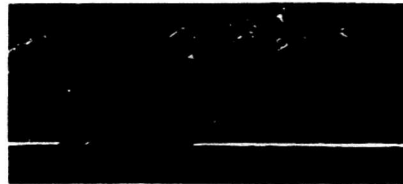
Thank you for your prompt assistance and your valuable time.

Sincerely,

Rev. Gregory L. Johns
Director of Church Growth

APPENDIX I
POSTCARD TO INSTITUTIONAL PRESIDENTS--
FIRST FOLLOW-UP MAILING

EVANGEL TEMPLE
2020 E. BATTLEFIELD
SPRINGFIELD, MO 65804



America the Beautiful USA 15

President James Bjornstad
Northeastern Bible College
12 Oak Lane
Essex Fells, NJ 07021

April 13, 1989

On April 1, a questionnaire was mailed to you as part of a study of strategic planning practices within the American Association of Bible Colleges. As president of your institution, your response is very important to the accuracy of the study.

If you have already completed and returned it, please accept my sincere thanks. If not, please do so today. It will take only a few minutes of your time. Not only will your participation be valuable to the Bible college movement, but it will assist me in meeting necessary deadlines for the completion of this project.

If by some chance you did not receive the questionnaire, or it has been misplaced, please call me right now, collect (417-883-0676) and I will get another one in the mail to you today.

Sincerely,
Greg Johns

APPENDIX J
SECOND FOLLOW-UP MAILING COVER LETTER
TO INSTITUTIONAL PRESIDENTS



Evangel Temple Christian Center

2020 E. Battlefield, Springfield, Mo. 65804

Phone 883-0676

Jerry L. Sandidge, Ph.D.
Senior Pastor

April 26, 1989

President Daniel Smith
Emmaus Bible College
2570 Asbury Road
Dubuque, IA 52001

Dear President Smith:

On April 1, I wrote to you seeking your insight into the planning practices at your institution. As of today, I have not yet received your completed questionnaire.

This research into the planning experiences of Bible colleges is being conducted with the belief that strategic planning can provide important direction for schools well into the next century. This study is a beginning point to assess present strategic planning levels within the AABC to provide a foundation for institutional action.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. As president of your institution, your perceptions and understanding of the planning process at your school are essential to this research effort. All presidents of AABC accredited colleges have received copies of this questionnaire. Many have already responded. I realize this is an extremely busy and hectic time of year for you. I apologize if it is poor timing for your specific situation. However, I will impose upon you again to please fill out and return the enclosed questionnaire at your earliest opportunity. It will take 20-25 minutes (or less) of your time to complete the instrument and you will be making a substantial contribution to the research.

Your cooperation is greatly appreciated. The difficulty of your task, as president, is greatly respected. Thank you for your valuable time.

May God bless you.

Sincerely,

Greg Johns

Director of Church Growth

APPENDIX K
THIRD FOLLOW-UP MAILING COVER LETTER
TO INSTITUTIONAL PRESIDENTS



Jerry L. Sandidge, Ph.D.
Senior Pastor

Evangel Temple Christian Center

2020 E. Battlefield, Springfield, Mo. 65804
Phone 883-0676

May 18, 1989

President Howard Wilburn
Piedmont Bible College
716 Franklin Street
Winston-Salem, NC 27101

Dear President Wilburn:

I am writing to you regarding our study of strategic planning practices in Bible colleges accredited by the American Association of Bible Colleges. As of today, we have not received your completed questionnaire. If you have already mailed it, please accept our sincere thanks.

The large number of questionnaires returned is very encouraging. But whether we will be able to accurately describe the current status of strategic planning within the AABC depends upon you and others who have not yet responded. Your institution counts as an important piece in the research picture that is presently unfolding.

This study of the planning experiences of Bible colleges is being conducted with the belief that strategic planning can provide immediate direction and institutional responsiveness to the needs of a changing world. This study is a beginning point to assess present strategic planning levels within the AABC to provide a foundation for institutional action.

It is for these reasons that I am sending this to you again. In case our other correspondence did not reach you, a replacement questionnaire and a stamped, self-addressed envelope have been enclosed. The deadline for your participation in this important project is Monday, June 5. Questionnaires received after this date will not be included in the research results. May I urge you to complete and return it as soon as possible.

Your contribution to the success of this study will be appreciated greatly. May God bless you.

Sincerely,

Greg Johns
Director of Church Growth

BIOGRAPHICAL SKETCH OF STUDENT

Gregory L. Johns was born on April 6, 1955 to Donald F. and Dorothy L. Johns in Springfield, Missouri. Through the course of his childhood his father was a distinguished professor at Central Bible College and later became academic dean. His mother was an elementary school teacher in the Springfield Public Schools. In light of this, Gregory grew up with a love and appreciation not only for education but for the distinctive role of Bible colleges in training people for ministry throughout the world.

In 1975, he and Emily M. Busiek were married. Since then they have had three children: Douglas (6), Michael (deceased), and Audrey (1). Gregory and Emily both graduated from Central Bible College with B.A. degrees in Bible and Sacred Music respectively. Emily went on to Southwest Missouri State University and received a B.S. in Music Education. Gregory received his M.A. in Christian Education from The Assemblies of God Graduate School in 1980.

Gregory served as dean of men and instructor of Bible and theology at Central Bible College from 1979-1985. He also served as an adjunct lecturer in Bible at Evangel College from 1985-87.

A licensed minister with the General Council of The Assemblies of God, Gregory has served as associate pastor at

Evangel Temple Christian Center from 1985-present. Primary responsibilities have included adult Christian education, small group ministries director, lay ministry training, preaching and counseling. He served as interim pastor from November 1987-June 1988 when the church was without a senior pastor. Gregory has developed a rich appreciation for and enjoyment of the pastoral ministry and has attempted to use his educational background in the development of the local church.

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by Gregory L. Johns. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

3 Sep 1989
(date)

B R Herrscher
Barton R. Herrscher, Ed.D.
MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

Sept 4, 1989
(date)

Clete H. Hinton
Clete H. Hinton, Ed.D.
Local Committee Member

This Major Applied Research Project was submitted to the Central Staff of the Programs for Higher Education of Nova University and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

September 15, 1989
(date)

Peter K. Mills
Peter K. Mills, Ed.D.
Central Staff Committee Member